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Pepperdine University

Graduate School of Education and Psychology

PROGRAM EVALUATION OF WESTERN ILLINOIS UNIVERSITY'S ENGLISH LANGUAGE LEARNER ONLINE MODULE

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Learning Technologies

by

Marisa Beard

Februrary, 2014

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This dissertation, written by

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DEDICATION

This dissertation is dedicated to my very patient and understanding husband, David; my children Joel and Tiffany Beard, Crystal and Micah Heatwole, and Luke Beard; and my five grandchildren JD, Andralyn, Jayna, Avery, and Ella. Thank you all for your support and encouragement.

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ABSTRACT

An issue faced by educators throughout the United States is how to successfully educate preservice teachers on various laws, cultural differences, attitudes, and current teaching strategies affecting English Language Learners (ELL) and their educators. Western Illinois University (WIU) implemented an online ELL Module in 2009 that all preservice teachers were required to successfully complete in order to finish their degree programs. This research was designed to evaluate the effectiveness of online features and ELL content from the perspective of current students, graduates and faculty.

An online data gathering process surveyed each target group regarding their experience with the ELL Module. Faculty and students were surveyed and historical data from the content management system was retrieved to assess instructional strategies, assessment success, focus of content and applicability to actual classroom instruction of ELL learners. Findings included that the ELL Module topics were worthwhile and educational. Students reported their use of the videos and web-based materials provided, and they indicated that 24/7 availability was important. The actual integration of the module into a class demonstrated an effective strategy for implementation. Students who spent more time exploring the module content showed more frequent first attempt success with the module lessons' assessment.

Conclusions included the importance of web-based resources with round the clock availability. Faculty clearly desired face-to-face opportunities with students even though the ELL Module was designed for online delivery. Lesson content focus did affect the amount of time students spent in the lesson even though the lessons were weighted equally.

The recommendations resulting from this program evaluation include adding strategy-specific videos and encouraging students to spend more time exploring the material currently

available to them through the ELL Module to facilitate success in the lesson assessment. Also offering the ELL Module as an integrated portion of a preexisting course or creating an ELL blended course for all education majors provides faculty with their preference for having direct contact with students to promote lively discussions. Finally actively sharing material from the ELL Module, on the College of Education and Human Service's website supports the preparation of preservice teachers for future experiences.

Chapter 1: Introduction

Any student whose primary language is not English but who is in the process of acquiring English is designated as an English Language Learner (ELL). ELL has been the preferred term in the field of second language instruction because it suggests possibilities rather than deficits (The George Washington University Center for Equity and Excellence in Education, 1996). Recently, the term English Learner (EL) has been introduced as a term to refer to non-native English speakers who are learning English in school. For this paper, the term ELL will be used. Throughout the United States, ELLs represent the fastest growing population of PreK-12th grade students (Ballantyne, Sanderman, & Levy, 2008). The increasing number of ELL students brings with it multiple problems, not the least of which are teachers who lack the training and experiences to address the needs of these students.

As early as 1994, Díaz-Rico and Smith pointed out that the United States needed 100,000 to 200,000 bilingual teachers to meet the ever-growing needs of children from diverse cultures (Diaz-Rico & Smith, 1994). Between (National Center for Education Statistics (National Center), 2005), the number of students who spoke a language other than English at home, who had difficulty speaking English, and who were therefore classified as ELLs, increased by 124% (National Center, 2005). However, having certified bilingual and/or English as a Second Language (ESL) staff is not a viable option for many school districts.

The rapidly increasing ELL population highlights a deficit in the United States' educational system, regarding not only currently practicing teachers but also preservice teachers. The number of teachers having the training and experience to serve these linguistically and culturally diverse learners has not kept pace with the growing need. In spite of that, pertinent training for teachers and pre-service teachers can provide educators with the necessary

knowledge and skills to effectively and positively teach ELL students (Karabenick & Noda, 2004).

While Spanish is the language spoken by the majority of ELLs, over 150 languages other than English are spoken in the United States. The top 10 languages spoken in ELL students' homes, in order of prominence, are Spanish (73.1%), Chinese (3.8%), Vietnamese (2.7%), French/Haitian Creole (2.1%), Hindi & related (1.8%), Korean (1.5%), German (1.5%), Arabic (1.2%), Russian (1.2%), Miao/Hmong (1.1%), and other languages (10.1%) (Batalova & McHugh, 2010). Furthermore, it is not uncommon in today's classrooms for multiple languages and cultures to be represented. Teachers unprepared to deal with language and cultural differences cannot provide educational opportunities all children deserve. ELL professional development opportunities for practicing teachers must expand, while institutions of higher learning must better prepare pre-service teachers to understand how to interact with and educate ELL students.

Collier and Thomas (2001) predicted that over 40% of P-12 students would be considered ELL by 2030. Due to this increase of ELLs in mainstream classes, it is likely that most teachers will have at least one English Language Learner in each of their classrooms (Ballantyne et al., 2008). ELLs in the classroom used to be considered an urban issue, yet from 2006/07 to 2009/10 there has been an increase of ELLs of almost 50% in rural areas (National Governors Association Center for Best Practices, 2010; Strange, Johnson, Showalter, & Klein, 2012). According to Strange and colleagues (2012) “rural” was defined using the 12-item urban centric National Center for Education Statistics local code that was released in 2006. Rural schools are also likely to have native-born, immigrant, and refugee students entering the school at all grade levels and with varying degrees of English language proficiency (Field, 2008). Nationally, 3.7%

of rural students are English Language Learners, but the range is from 0% in Vermont to 18.1% in California. Eighteen states have above the national average ELL rate. The most notable change in the Illinois' rural demographics is the 437% increase in the rural Hispanic student population from 1999/2000 to 2008/2009.

Not all teachers are prepared for this change in learners. In fact, according to Ballantyne et al. (2008) only 29.5% of teachers will have had formal ELL training. Presently, 57% of practicing teachers recognize their need for more training in order to provide effective education for ELLs (Ballantyne et al., 2008). Recognizing teachers' and ELL students' current as well as future needs is a vital first step in meeting those needs. With the growing number of multilingual students entering the school districts, all educators need to have the knowledge and skills necessary to appropriately educate them. Many educators agree that it is imperative to create multicultural schools, thereby replacing monocultural schools that exclude and separate children into specific groups. This act of inclusion requires a shift for teachers to understand and implement educational experiences for all students, regardless of their initial abilities (Banks & McGee Banks, 2010; Garcia, 2002). Despite this demographic shift, as of 2011, only five states—Arizona, California, Florida, New York, and Pennsylvania —require specific coursework or certifications for all teachers working with ELLs (National Clearing House for English Language Acquisition; NCELA, 2011). Seventeen states, including Illinois, Iowa, and Idaho, require that all teachers have experience with, or competence in, addressing the needs of ELL students (Ballantyne et al., 2008; NCELA, 2011). Because of the growing number of ELLs in schools in Illinois, this program evaluation focuses on preservice and in-service ELL training opportunities provided by Western Illinois University (WIU), the setting for the research.

English Language Learners in Illinois

In 2010, ELL enrollment in Illinois public schools numbered 175,454 students, which placed the state as the fourth highest population of ELLs. California ranked first with 1.5 million; Texas followed with 701,799. Florida was third with 234,934, and Arizona ranked fifth with 166,572 students (Batalova & McHugh, 2010). Chicago, Illinois, ranked 3rd out of the 25 highest ELL populated cities nationwide with its enrollment of 82,500 ELLS. However, even public school systems in smaller Illinois communities (e.g., Rock Island, East Moline, Beardstown) are desperate for teachers trained to meet the needs of ELL students whose families settled in these communities to take advantage of job opportunities. In 2008, approximately 50% of the national ELL population lived in rural areas, due to new jobs in meatpacking, poultry processing and construction (Field, 2008). A growing need for more teachers to work specifically with ELLs exists in Illinois.

According to the Illinois State Board of Education in 2010, 4% of ELLs in Illinois were in Pre-K; 57% were in grades kindergarten through 3rd; 20% were in grades 4th through 6th; another 9% were in grades 7th and 8th, and 11% were in high school. Additionally, an estimated 58,000 preschool-aged ELL children who were potentially eligible for preschool services were not enrolled in a program. This estimated number was derived from the fact that there are over 29,000 ELLs at the kindergarten level and that the ELL population continues to increase over time.

Practicing teachers who are not specifically trained in ELL commonly have immigrant or minority students in their classrooms. A survey conducted during the 1999-2000 school year reported that 40% of all teachers had ELLs in their classrooms, yet only 12.5% had received eight or more hours of training (Gruber, Wiley, Broughman, Strizek, & Burian-Fitzgerald, 2002).

Misconceptions about ELL students, as well as being daunted by the expectations that they teach ELL students, and realizing they are unprepared to do so, contribute to teachers' apprehension about teaching ELLs. When considering cultural differences, teachers often focus on the objective or surface culture, such as artifacts, clothing and food, and don't consider subjective or deep culture (Pappamihiel, 2007). Subjective culture is more difficult to identify because it encompasses philosophies, attitudes, and beliefs, which are difficult to measure. To meet the needs of diverse learners, pre-service teachers must develop reflective intercultural processes (Banks J. A., 2001). With this influx of diverse learners, educators must learn to deal constructively on an interpersonal level with cultural diversity and the multitude of attitudes and values that each culture brings to the classroom.

The increase of ELLs in the mainstream classroom, combined with the scarcity of available training for pre-service and practicing teachers, emphasizes the importance of investigating practices for providing ELL instruction and support (O'Neal, Ringler, & Rodriguez, 2008). Recognizing this need, as well as the difficulty of integrating sufficient ELL instruction into existing coursework, education faculty and members of the STAR-Online team at Western Illinois University (WIU) in Macomb, Illinois, began to explore other options. STAR-Online is a team of people who provides an online professional development system for P-12 educators and also develops and administers the English Language Learner Module for WIU's preservice teachers. As a member, and now director, of the STAR-Online team, I was involved from the inception of the modules and continue to be involved in updates and program decisions.

In 2007, a decision was made to develop an online ELL Module (Western Illinois University, 2012). This module consists of five lessons:

- Lesson 1: Linguistics and Academic Consideration for English Language Learners

- Topic 1: English Language Learner Students... They're Everywhere!
    - Identify ELL demographics.
    - Locate information regarding home language survey.
- Topic 2: A Little Theory You Should Know
    - Recognize difference between academic language and conversational language.
    - Understand what it is like to have restricted language.
- Topic 3: What About Standardized Testing of English Language Learners?
    - Experience a standardized test in Japanese.
    - Recognize the importance of parents using home language at home with their children.

- Lesson 2: Understanding the Illinois English Language Proficiency Standards
    - Topic 1: Introduction to the English Proficiency Standards
        - Self assess knowledge of key vocabulary for WIDA standards.
        - Demonstrate understanding of organization of standards by completing graphic organizer.
    - Topic 2: Performance Definitions; CAN DO Descriptors; and Speaking and Writing Rubrics for Classroom Assessment
        - Examine the Speaking and Writing rubrics that represent the criteria associated with linguistic complexity, language control, and vocabulary usage.
        - Self assess understanding of linguistic complexity and vocabulary usage.
    - Topic 3: Supporting ELLs While Extending Their Skills in Language and Content

        - Demonstrate understanding of sensory, graphic, and interactive supports for ELLs.
        - Students will access online sensory, graphic, and interactive supports for differentiated learning.

- Lesson 3: Identification and Assessment of English Learners in Illinois
    - Topic 1: Illinois State Board of Education Laws
        - Access to Illinois State Board of Education Laws regarding bilingual education.
    - Topic 2: Frequently Asked Questions
        - Review FAQs about regarding ELLs in Illinois' Schools.
    - Topic 3: Access for ELLs
        - Understand basic components of the ACCESS test for ELLs.
        - Understand the English language proficiency levels of the ACCESS test for ELLs.
        - Understand process for becoming certified to administer the ACCESS test for ELLs. (Note: Only certified teachers can obtain the IEN from ISBE)
        - Demonstrate understanding of W-APT
- Lesson 4: Programmatic Considerations of English Learners in Illinois
    - Topic 1: Program Models
        - Self assess their understanding of key terms regarding programs for ELLs.
        - Understand different TBE programs for ELLs.
        - Understand different TPI programs for ELLs.
    - Topic 2: Funding

        - Access to funding applications for ELLs in Illinois' public schools.
    - Topic 3: English Language Learner Certificate
        - Access to funding applications for ELLs in Illinois' public schools.
        - Locate various certification opportunities for pre-service and in-service teachers in Illinois.
- Lesson 5: Special Considerations for English Language Learners.
    - Topic 1: Enrollment of English Language Learners
        - Locate information regarding the enrollment of ELLs in the US school system.
    - Topic 2: Cultural Differences: Don't Assume... Observe...Ask...and Ask Again Later
        - Identify differences as well as similarities among cultural groups.
        - Recognize the impact of religion with ELLs.
    - Topic 3: English Language Learner Certificate
        - Communicate through interpreters more effectively.
        - Identify solutions to student achievement that involve limited access to technology.

In the Spring of 2013 Western Illinois University N.E. Stoneking (personal communication, January 7, 2013) confirmed that 1,063 students had declared education as their majors, many of whom will be teaching in Chicago, Rock Island, East Moline, Beardstown, and other Illinois communities with high ELL populations. The ELL modules were designed with their needs, as well as the needs of practicing teachers and their students, in mind. Since 2009, the Curriculum and Instruction Department at WIU has been using the ELL Module to educate

both pre-service and practicing teachers. To date approximately 1250 individuals have completed the training. Recently, faculty administrators, and other stakeholders decided it was necessary to complete a program evaluation of the ELL Module to determine its effectiveness for WIU's education program. Program evaluations can benefit an organization because they can verify whether the service being provided is actually what is needed by the organization (McNamara, 1995).

Problem Statement

An issue faced by educators throughout the U.S. is how to successfully educate pre-service mainstream teachers on laws, cultural differences, attitudes, and current teaching strategies that affect ELLs and their educators. At WIU, an online ELL Module that all pre-service teachers are required to take and pass has been implemented; however, the effectiveness, as well as the need for additional information or strategies, now needs to be determined.

Purpose Statement

The purpose of this study is to evaluate WIU's program for teacher development focusing on the ELL Module. Using a quantitative method approach, Kirkpatrick's four-level evaluation model will be considered to determine the necessary data for assessment of the program (Kirkpatrick, 1994). Individuals in numerous roles will be surveyed, including the teacher education graduates from the past four years, current teacher education students, teacher education faculty and advisors, and the department chairpersons. Historical and current data, including the number of students, time on task and the average completion time, will be obtained from the online system used for the ELL Module. Currently the module is offered online, with all education students required to pass it prior to graduation. Concern has been raised by the WIU education administration and faculty that this method may not be the most effective and that the

course may need to be reformatted to include additional face-to-face classroom time, online discussion opportunities between faculty and students, or supplementary methods for information.

Research Questions

Several different groups of individuals can provide valuable information about the ELL Module. These include graduates of the program, current pre-service teachers within the program, and faculty involved in the delivery of the program. At the faculty level, this included those directly delivering instruction as well as those who served as academic advisors for the students. The faculty who served as the chairperson for the Curriculum & Instruction department was included, as well as any other education faculty who was filling a chairperson position. Research questions are arranged according to these three groups. In addition, historical data regarding use and quality of online instructional strategies will be examined.

The purpose of the study was to investigate several questions from the perspectives of three groups.

- ELL Module Graduates and Current ELL Module Pre-service Teacher Students
    1. How do the teacher education graduates and current preservice teachers perceive the value of the information they received from the ELL Module?
    2. What practices and knowledge from the ELL Module do they report having implemented in their classrooms ?
    3. What specific instructional strategies of the online environment worked well for learning the content of the ELL Module?
- Teacher Education Faculty and Advisors

4. What do teacher education faculty and advisors think about the effectiveness of the ELL Module for providing the knowledge and skills needed for implementing effective teaching strategies?

- Online Instructional Strategy Use

5. What are the:
    a. Amounts of time on task for each lesson
    b. Completion time of the complete ELL Module
    c. Number of attempts used to pass each assessment
    d. How does it influence the ELL Module?

Conceptual Framework

Two conceptual areas of the literature will be reviewed to support this study. First, the required content for preparing teachers to work with ELLs will be described. Studies that have assessed content and effectiveness of these programs will be reviewed and presented. Since this study focuses on assessing the teachers who have participated in online courses preparing them for ELL students in their classroom, the second major conceptual foundation for this research focuses on online strategies and design processes for developing online learning modules (Figure 1).

When developing an online learning environment, all aspects of the learner, the environment, and the course material must be considered. Instructional designers must look at both traditional and online methods prior to the development of a module or course. Traditional learning theories, such as behaviorism, should not immediately be disregarded in favor of more contemporary social-constructionist theories. In the behavioral paradigm, a number of characteristics are present: learning is sometimes passive, there is a correct answer, external

rewards are used, knowledge comes from remembering, "transfer of training" requires "common elements" in problems and teachers direct the learning process (Skinner, 1971). Conversely, in the cognitive paradigm other characteristics present: learning is active, students explore response patterns and make choices, there is an intrinsic reward to learning, knowledge comes from acquiring information, understanding is a matter of creating new patterns, and students direct their own learning. Combining learning theories is more important than having one preferred perspective. Behaviorism has its role by using positive reinforcement and repetition to teach material, while cognitive learning theory contributes by addressing multiple senses, using various methods to present the material, and encouraging the use of prior knowledge. Especially important, social learning theory stresses encouraging group interaction and personal feedback (Bandura, 1971; Cross, 1981; Knowles, 1984; Vygotsky, 1978). According to Bandura, there are three core concepts of social learning theory. The first concept is that people can learn through observation, followed by the idea that internal mental states are vitally important in this process and finally, understanding that just because something has been learned, it does not mean that it will result in a change in behavior (Bandura, 1971, 1977).

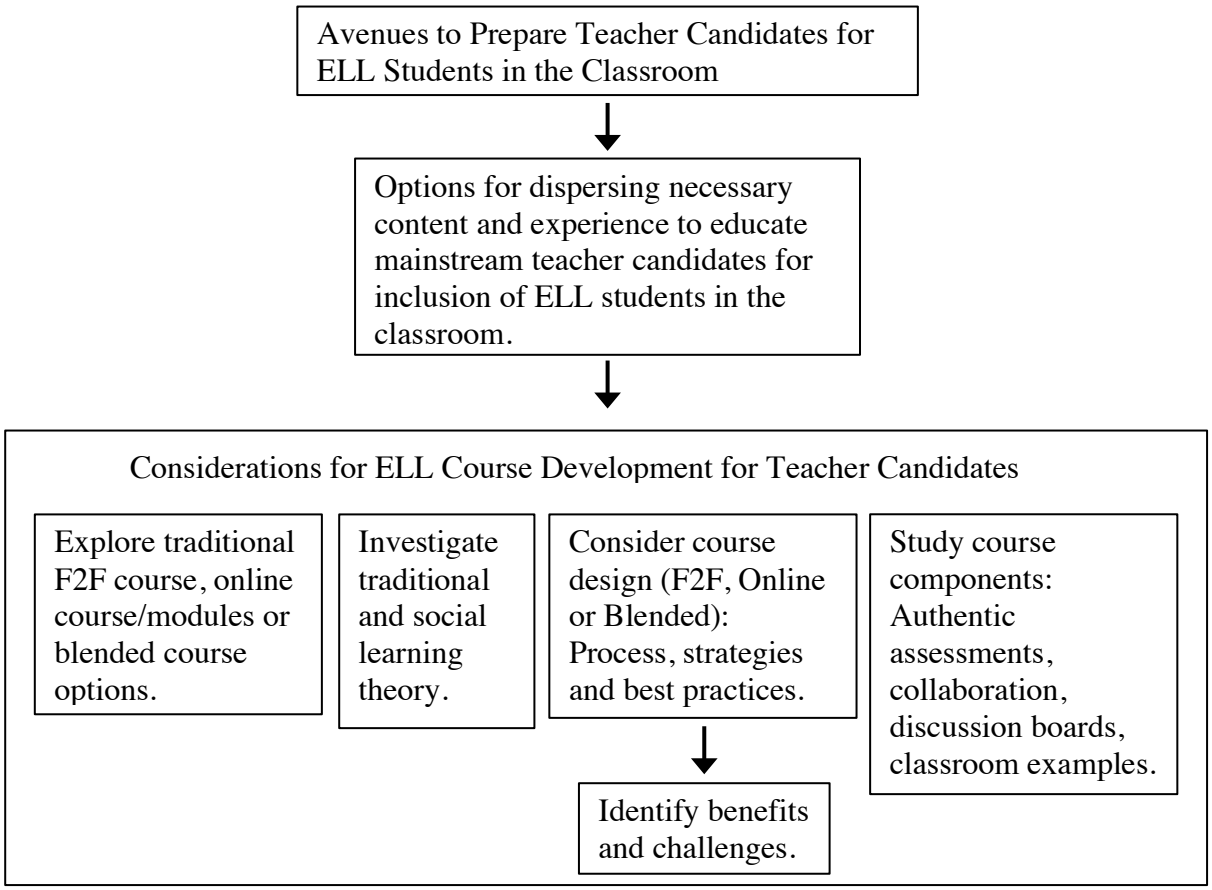

Figure 1. Conceptual Framework of WIU's ELL Online Module

Definition of Terms

English language learner terms. English Language Learner terms that appear in this study are:

- *Academic Language Proficiency:* The types of language proficiencies that are necessary for learners to perform successfully in academic contexts, including specialized or technical language and discourse related to each content area.
- *Bilingual education:* An educational program in which two languages are used to provide content matter instruction. In the case of ELLs, it refers to the use of English and the native language of the students for instruction.
- *Bilingual Teacher (educator):* A trained academic content teacher who teaches in a bilingual education program and speaks English and the native language of the students.
- *Differentiated Instruction:* Characterized by a menu of learning tasks, learning-centers in the classroom, flexible grouping, the availability of peer and expert support, learner-centered assessment, and options for demonstrating achievement in a variety of ways and different levels. Students have opportunities to achieve learning objectives by different means and with varying levels of support.
- *Dominant Language:* The language with which the speaker has the greatest proficiency and/or uses more often (Baker, 1993).
- *Dual Language (Immersion) Program:* Also known as a two-way immersion or two-way bilingual education, these bilingual programs allow students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

- *English Dominant*: A student whose language of communication is predominantly English.
- *English Language Learner (ELL):* ELLs are students whose first language is not English and who are in the process of learning English. Unlike other terminology, such as "limited English proficient," ELL highlights what these students are accomplishing rather than focusing on their temporary deficits (Lacelle-Peterson & Rivera, 1994).
- *English Language Learners – 2:* Linguistically and culturally diverse students who have been identified by the W-APT™ screener and other measures as having levels of English language proficiency that preclude them from accessing, processing, and acquiring unmodified grade level content in English.
- *English Learner (EL):* A student who is a non-native English speaker, learning English in school. Typically, English learners speak a primary language other than English at home, such as Spanish, Cantonese, Russian or another language.
- *English as a Second Language (ESL):* An educational approach in which limited English proficient students are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language and is taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms (U.S. General Accounting Office, 1994).
- *English for speakers of other languages (ESOL):* An appropriate assistance program for K-12th grade students who come from a background where the dominant language is other than American English. Their proficiency in understanding, speaking, reading, or

writing the English language is such that they would benefit from an ESOL program of instruction.

- *Home Language:* The first language learned by a child, usually the language of his or her home. Legally: The Home Language is reported on the Home Language Survey when a student enrolls in the district for the first time. Two questions required by law are: Does the student speak a language other than English? Does anyone in the home speak a language other than English? If the parent or guardian answers "yes" to either question, a student must be assessed for English Language Proficiency within 30 days.
- *Inclusion Education:* Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff.
- *Immersion:* Programs in which ELL students are taught a second language through content area instruction. These programs generally emphasize contextual clues and adjust grammar and vocabulary to the student's proficiency level.
- *Integration:* ELL students participate fully with their English-speaking classmates on subjects in which language is not essential to understanding of the subject matter, including art, music, physical education and others.
- *L1:* The first language learned by a child, also called the "native" or "home" language.
- *L2*: Refers to a person's second language, not the language learned from birth.
- *Limited English Proficient (LEP):* Is the term used by the federal government, many states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms (Lessow-Hurley, 1991). The term is now being replaced by ELL.

- *Mainstream Classroom:* General education classrooms in which the teacher may or may not have the ESOL training and the course curriculum is grade level and delivered in English.
- *Native Language:* Refers to the first language learned in the home (home language), which often continues to be the stronger language in terms of competence and function (Baker, 1993).
- *Practicing Teacher:* A teacher who teaches or is responsible for a particular group of students in a school.
- *Preservice Teacher:* One who has declared an education major but has not yet completed training to be a teacher. One typically completes a period observing teachers at different levels and then an internship or student teaching experience working alongside mentor or master teacher before being licensed as a professional educator.
- *Scaffolding:* Building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage and language control through the use of supports.
- *Self-contained Classroom:* A classroom in which the students share similar academic requirements. For example, all the Spanish-speaking children in a school or school district will be contained in the same classroom.
- *Transitional Bilingual Education (TBE):* TBE is a program model that is defined by the state of Illinois as required for groups of 20 or more children from the same language group who have been identified as needing second language services based upon their scores on the state language proficiency test. The children identified must be in the same attendance area. The goal of this model is to help children acquire the English skills

required to succeed in an English-only program. It provides initial instruction in the students' native language and gradually phases in the use of all English for instruction (Illinois State Board of Education, 2012).

- *Transitional Program Instruction (TPI):* A TPI may be provided in lieu of a TBE program whenever there are fewer than 20 LEP students of the same native language at an attendance center. A TPI program must always be made available to any LEP student if a TBE program is not otherwise available. TPI programs may provide a wide range of services. Examples of TPI services include instruction in ESL, use of tutors and aides in the classroom, and use of other native language resource persons (Illinois State Board of Education, 2012).
- *W-APT:* This is a shortened, adaptive version of the ACCESS for ELLs English proficiency test. It is used to screen students reporting a home language other than English within 30 days of enrollment in the district for the first time. It can also be used to re-designate students as Limited English Proficient or Fluent English Proficient. Only teachers and other certified school district staff who are certified to administer the ACCESS can administer the test.
- *WIDA (World-Class Instructional Design and Assessment):* A consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for ELLs. This consortium has developed English language proficiency standards and an English language proficiency test aligned with those standards (ACCESS for ELLs®).

Online education and instructional design terms. Online Education and Instructional Design terms that appear in this study are:

- *Asynchronous courses or modules:* Online courses delivered at the participants' convenience any time or place.
- *Blended:* A blended learning approach combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional approach.
- *Online Learning:* A form of distance education sometimes referred to as e-learning. Online courses are delivered over the Internet and can be accessed from a computer with a Web browser (e.g., Firefox, Google Chrome, Safari). Courses or modules can be asynchronous or synchronous.
- *Online Modules:* A set of independent units of study or training accessible in an online format that can be combined in a number of ways to form a course at a college or university.
- *Synchronous Courses or Modules:* Students are required to be available virtually at a specified time.

Significance of Study

Every day when teachers open their classroom doors, they are faced with students who have academic and cultural challenges. The cultural challenges often include ELL students who speak little or no English. Information teachers and pre-service teachers receive about interacting with and teaching ELLs is vital for successful ELL student achievement. Teachers are at the heart of their students' achievement and are ultimately responsible for educating ELLs (Szecsi & Giambo, 2004). This study will help determine what ELL information may be missing from the WIU ELL Module that preservice teachers are required to take and pass prior to student teaching.

This study will also consider if the online delivery of the WIU ELL Module is an effective way to educate the WIU preservice teachers about ELL information. One common

problem teacher education programs have is including additional information, such as ELL material, into the existing schedule. WIU chose to create the ELL online module so students could access the material and take the assessment when their schedule allowed. The course has been required for four years and, therefore, it is time to determine the effectiveness of its online features. Determining the effectiveness involves considering the instructional strategies used in the online module and determining if students are actually accessing the material offered.

At a local level, this study is significant because its results may help faculty and administration at WIU recognize the importance of adding information to the current online ELL module required for pre-service teachers. It may also help the developers of the ELL course understand if the online design is meeting the needs of the preservice teachers. Because the demographics of the study include students who have graduated from WIU over the past five years and who are currently teaching, results may determine a need for additional professional development for educators who are currently teaching ELLs but who do not have their bilingual certification (Cummins, 2001; Goldenberg, 2010; Hansen-Thomas, 2008; O'Hara & Pritchard, 2008).

Summary

It is necessary to evaluate online courses that have already been implemented and are currently being developed. With changes in technologies and the incorporation of newer theories, instructional designers are constantly being driven to develop the most effective online modules for a wider impact for adoption in teacher preparation programs. The review of literature in Chapter 2 will continue to explore the necessity for ELL training for practicing and pre-service teachers, but will also consider the effectiveness of online learning environments. The online

learning environments will include online courses, online tutorials and online professional development.

Chapter 2: Literature Review

A review of literature in the field reveals many factors related to English language learning and online learning. Such key factors include determining the necessary curriculum for preparing teachers for teaching ELLs, and comparing and contrasting the effectiveness of online and face-to-face ELL Courses. It is also essential to consider various points about online learning, including the history of online learning and the various types, i.e., asynchronous, synchronous, and blended. The importance of the physical design of online courses or modules will be discussed, along with the benefits and challenges of online courses. The final factors that will be discussed are using online learning for tutorials or modules and how the learning characteristics of undergraduate and graduate students should be considered.

Curriculum for Preparing ELL Teachers

The curriculum for preservice teachers varies among universities, but they all must meet the basic state requirement for certification. In Illinois, students are not required to take a specific course that focuses on ELLs, but only to have an introduction which could be a stand-alone module or a section of course that is already offered. Illinois ELLs are placed in programs in early childhood, primary, and secondary schools according to the number in attendance at that particular school. Two basic program models are required in Illinois based on the number of ELL students enrolled in a public school or attendance center. They are Transitional Program Instruction (TPI) and Transitional Bilingual Education (TBE). TPI programs can be implemented in an attendance center with less than 20 students and can utilize classroom aides and tutors (Illinois State Board of Education, 2012). For this reason, it is important that both the classroom teachers of these ELLs and the tutors assigned to help them receive initial and twice yearly training in how to instruct ELLs in the mainstream classroom. Because there are not enough

trained bilingual educators, requiring regular education classroom teachers to have initial ELL training is necessary for them to have confidence in teaching ELLs. As stated in Chapter 1, the number of ELLs in Illinois is now 175,454 students and growing (Batalova & McHugh, 2010).

Requirements

Samson and Collins report that one in four children in the United States are children of immigrants, and quite often these children speak a language other than English at home. It is therefore necessary for these children to be identified as ELLs and given appropriate attention and education. Federal laws require that ELLs be provided appropriate English language development support services and be assessed annually (Samson & Collins, 2012).

The Council for the Accreditation of Educator Preparation (CAEP) has five standards that programs must meet. Diversity is one of the critical areas needing to be met, and therefore, the CAEP board decided to embed and recognize diversity within all five standards (CAEP, 2013). The U.S. Census Bureau reports that 20% of school-age children come from homes where the native language spoken is not English (U.S. Census Bureau, 2010). This statement is open to interpretation, giving universities and colleges the opportunity to offer material in whatever way they believe will help their preservice teachers gain the necessary knowledge. Therefore, WIU decided in 2008 to create an online module that shared information about linguistics and academic consideration for ELLs, understanding the Illinois English language Proficiency Standards, identification, and assessment of English learners in Illinois, programmatic considerations of English learners in Illinois and special considerations for ELLs. This module does not meet the requirements for an ESL endorsement, but is meant as an introduction to various laws, standards, assessments, program adaptations, and special considerations for ELLs.

Although Illinois does not require ELL content for preservice teachers, there are recommendations that should be considered. All teachers working with ELLs should have a strong understanding of oral language development, academic language, cultural diversity and inclusivity (Samson & Collins, 2012). If preservice teachers are not acquiring this information in their mandatory coursework, they will not have the necessary knowledge to work with ELLs when they graduate. At this time, Illinois only expects university faculty to introduce this information to students and the preservice teachers are not specifically tested on any ELL material. State regulations vary, with California and Florida being the only two states that require coursework and field experience that prepare preservice teachers to work with ELLs. Although the Illinois State Board of Education (ISBE) has begun conversations about specific ELL requirements for preservice teachers, it is currently the University's responsibility to decide the content and method.

As a result, a Chicago Public School district (CPS) group of parent and civil right leaders convened on January 17, 2013, to request state legislatures to write a law that requires training for all teacher candidates on competencies related to ELLs. Campos' research demonstrates that too often mainstream preservice teachers do not understand the language and cultural dimensions involved in teaching ELLs and working with their families (Campos, 2013). One concern many teacher educators have is the lack of serious thought given to what training preservice and practicing teachers need to have to help them successfully educate ELLs. Dr. Sonia Soltero, Associate Professor and Chair of the Department of Leadership, Language and Curriculum in the College of Education, DePaul University, states:

> I am concerned that the easiest way for most teacher preparation programs will be to embed the content of ELL education rather than create stand-alone courses, a course

much like the special education course. There are many pitfalls in trying to embed a complex topic like ELL education into existing courses. The workshop option demotes ELL education to 'a couple of workshops will do the trick'" (Campos, 2013).

Although specific ELL decisions have not been made in Illinois, this study will help determine the validity of the current online ELL Module at WIU and its usefulness in training preservice teachers.

Efficacy of ELL Courses

Research studies have been conducted on a number of online and traditional ELL courses, although researchers don't always agree on the effectiveness of the courses. Benavides and Midobuche (2004) conducted a research study that raises concerns about exclusively using online instruction for bilingual and ESL education. Although this study specifically considered full credit online courses, it was based on the opinion of the students, some of whom had not even taken an online course in any curricular area. The researchers of this study considered the use of online instruction as the sole method of preparation for teachers of ELLs and were concerned that preservice teachers would not gain the communication skills, empathetic understanding, classroom management skills, content knowledge and pedagogical skills necessary. Benavides and Midobuche (2004) reported that technology would be a valuable tool and an integral part of the learning environment now and in the future. Almost 65% (71 out of 119) of the participants from this research study reported that, although online courses were valuable, 44.1% would not want ESL methods courses taught online When something needs to be taught through modeling, the idea of offering it completely online is disconcerting to some institutions and individuals. Because of the shortage of teachers for ELL students, there is a concern of abusing the field of bilingual and ESL education by using online courses exclusively.

Some fear the potential of bilingual education and ESL teachers not being prepared at the necessary level through the online programs. Socialization is a very large part of teaching. According to Benavides and Midobuche (2004), pre-service teachers need to have the face-to-face experience prior to having their own classroom. Studies have been conducted considering the use of an online ELL course for preservice teachers, as well as traditional courses.

Gandara, Maxwell-Jolly and Driscoll's (2005) research study was not based on an online course; however, their findings of this study were valuable to this paper. Their research was conducted in California where they surveyed the state's teachers on ELL training for pre-service teachers. Research results indicated nine major findings, with the most significant one stating "Greater preparation for teaching English language learners equated to greater teacher confidence in their skills for working with these students successfully " (Gandara et al., 2005, p. 12). Evidence points to the importance of the competency level of teachers in respect to how successful they believe they are in teaching ELLs. Teachers were asked to rate themselves in six areas: pedagogy, English Language Development (ELD), reading, English writing, primary language and primary language writing. Teachers, on average, only rated themselves as "good" or slightly higher in one area. Teachers who had participated in some form of ELL training through professional development did indicate they felt slightly more competent than those who had not received additional training. Therefore, the survey date supported that professional development does increase teachers' confidence levels for meeting the challenges of ELLs.

Menken & Antunez (2001) conducted a study for the National Clearinghouse for Bilingual Education (NCBE) to determine how many universities were preparing their education students to work with ELLs. Although the focus of the study was on bilingual educators, all teachers were involved. Approximately 22% of the 417 institutions that responded to the survey

stated they had a bilingual education program in place. Of the 417 institutions that responded, 41% stated their mainstream teachers were required to take a course that discussed issues in teaching ELLs, but not necessarily a stand-alone course. Despite the fact that this study's emphasis was on bilingual programs, it still showed the need for additional training for mainstream pre-service educators.

The results of Lo, Goswami, and Inoue's (2009) mixed methods research showed that the more ELL-related courses the participants took, the more prepared they believed they were to teach ELL students. All participants agreed that their professional education courses gave them an awareness of the needs of the linguistically and culturally diverse students. Despite their level of comfort, the pre-service teachers still wanted to receive more training on evaluating ELLs' educational achievement.

Online Learning

Online learning, virtual learning, cyber learning, and e-learning all refer to education in which instruction and content are delivered mostly over the Internet (Watson & Kalmon, 2005). This does not include printed-based correspondence education, broadcast television or radio, videocassettes, and stand-alone educational software programs that do not have a substantial Internet-based instructional component (U.S. Department of Education Office of Planning, Evaluation, and Policy Development Policy and Program Studies Service (U.S. Department), 2010). Although online learning has already become a viable instructional method, it is interesting to contemplate the history of its formation.

History of online learning. The World Wide Web launch in 1991 changed how information was shared, the ease of communication, and development of ideas. Property lines no longer kept people from collaborating and learning from each other; instead, people experienced

the ability to connect globally in a completely new way. The Internet also changed how educators could view education and learning environments. For example, in the 1980s, the corporate world began to use computer-based training for new employees, and companies were soon training employees who lived in remote areas via the Internet. Online learning was born, and the corporate training model of using the Internet began to impact education. CalCampus was founded in 1982 as the Computer Assisted Learning Center for Adults in Rhode Island and by 1995 became the forefront instigator for online learning (Morabito, 2012). In the late 1990s, earning a degree without attending class in a brick and mortar school became a viable option for people. Private universities, such as Phoenix and Kaplan, began to offer full online degree programs (Kaplan University, 2008; University of Phoenix, 2012).

With the increase in online learning or distance education possibilities, more students are now taking advantage of this opportunity. Radford and Weko (2011) surveyed undergraduates of which 20% had taken at least one class via distance education. This was an increase from 1999-2000 by 8% and a 16% increase from 2003-2004. Over 6.1 million students took at least one course online in 2010 (Mchmura, 2011). As more students take advantage of online courses, there has also been an evolution in the type of courses offered, such as the capability to use asynchronous, synchronous, and blended options.

Types of online learning: asynchronous, synchronous, and blended. Asynchronous learning is communication that occurs in elapsed time between two or more people or "not at the same time." Email, online discussion forums, message boards, blogs, and podcasts are all examples of asynchronous learning. Being successful in an asynchronous course requires discipline, motivation, and determination. Because there is freedom and flexibility with this type of online environment, students must take responsibility for their learning (Picciano, Seaman &

Allen, 2010; U.S. Department, 2010). Although asynchronous learning is effective, there are times when it is more effective to communicate in real time, known as synchronous learning (Picciano et al., 2010; U.S. Department, 2010).

Synchronous learners interact "at the same time" and in the same space, adding the real-time or live opportunity. They might use a program such as Eluminate, Skype, Tapped In or Google Hangouts. The instructor is able to communicate directly with students in real-time, and the students can respond immediately. Students are often more accountable during a synchronous course, because it is obvious if they are participating in the discussion (Picciano et al., 2010; U.S. Department, 2010). While both asynchronous and synchronous learning have their place in the online learning environment, there are also instances when it is more effective to have courses partially online and partially face-to-face, known as blended learning.

Blended learning can be defined in numerous ways. Students in a blended learning environment can have classes in a brick-and-mortar location and in the online community, either asynchronous or synchronous (Arbaugh, 2005; Dzakiria, Mustafa, & Bakar, 2006; Peterson, 2003; Proctor, 2003). On the other hand, blended learning can be a class that has both asynchronous and synchronous components and yet has never met in a physical classroom (Albrecht, 2006; Arbaugh, 2005; Rossett, Douglis, & Frazee, 2003). Dzakiria and Don (2012) believe that for a course to be truly blended it needs also to be student-centered, with the inclusion of technology, pedagogy, and andragogy approaches.

Newman, Samimy and Romstedt's (2010) research, provides evidence that a number of universities are continually trying to figure out how to add complex information to existing programs. Collopy and Arnold (2009) shared that one solution has been to add online modules, about a specific topic, to an existing face-to-face course, thus giving students the opportunity to

gain the new knowledge within an existing course. One quantitative research study examined pre-service teachers' perceptions of how three university professors taught the online course Data for School Improvement (Collopy & Arnold, 2009). Eighty teacher candidates participated in the study, representing students from courses taught by each of the professors. Two groups were blended, with one group having a complete online experience. The study showed that the students were able to navigate the content whether they were on in the blended or online group. The differences fell in the processing of the content, with the blended group having the opportunity to think, reflect and have online contact prior to face-to-face classroom time. The blended course also gave professors and participants a flexible option for online or face-to-face discussion. Whether the online learning platform is asynchronous, synchronous, or blended, there are some recommended strategies that will greatly enhance the productivity of the environment.

Benefits of online instructional strategies. In a traditional classroom, the instructors regulate the learning environment because they have control of the information. In well-designed online courses, instructors provide easy access to vast resources of information and data, which allow students to take control of their own learning. Online learning offers a plethora of interactive methodologies, which give instructors the opportunity to use appropriate instructional design for their courses. Instructional strategies are effective when used to meet purposeful learning goals and objectives. It is not necessary to employ all of the instructional strategies, but it is suggested to use a combination, which will inspire instructors to effectively facilitate a powerful online learning experience (University of Illinois, 2010).

A case study, conducted by Cuthrell and Lyon (2007), determined the impact of learning preferences in an online curriculum course. Thirty-two graduate education students rated six

instructional strategies: PowerPoints, group discussion, audio files, read and respond, read and teach, and interactive video lectures. It was evident from the results that a preference for a teaching strategy was split, making the conclusion that a balance of approaches is necessary (Cuthrell & Lyon, 2007).

Learner motivation is a key factor that affects student performance, whether in a traditional classroom or an online learning experience (Cole, Field, & Harris, 2004; Smart & Cappel, 2006). Research was conducted to see if differences exist in students' attitudes and motivation between a required course and an elective course, both offered a blended environment. One area that was considered was the length of time it took to take the online modules and whether the students felt it was worth the time. For most of the participants, who were accustomed to learning in a traditional classroom environment and who had little to no online learning experience, the completion of the modules was a lengthy, solitary experience. The research concluded that it might have been a more favorable experience if the modules had been shorter and were spread out over the semester (Smart & Cappel, 2006).

Design of Online Courses

The physical design of the online courses is imperative in guiding the online learning experience. Don Norman, in Emotional Design: Why We Love (or Hate) Everyday Things, states, "Design is really an act of communication, which means having a deep understanding of the person with whom the designer is communicating." To follow Norman's design plan when developing an online course, five areas need to be considered: audience, course structure, page design, content engagement, and usability (Norman, 2004).

First, the instructional technologist must consider the audience during the design of the course: learning abilities, availability of hardware, offline learning environment (e.g., at their

home, in a computer lab), their learning responsibilities, and their learning preferences. It is important to realize and understand that "Learning should take place when it is needed, when the learner is interested, not according to some arbitrary, fixed schedule" (Norman, 2004). Along with the audience, the course structure is essential to the design. Burns and Bodrogini (2011) explain that the audience learns the material via the structure of the course, so the information must be divided into logical and appropriate length modules. Interactive components, plus images and graphics, can be used to enhance ideas. Although graphics are a powerful tool for instructional designers, they should use them wisely, balancing the text and graphics. Graphics can help learners comprehend a topic but should not dominate the text. Along the same lines, designers need to determine how much text should be put on a page, because if too much text is included the learner will not read it. The utilization of white space on a page helps the information from becoming cluttered and disorganized. Although the page design of any online course is essential to the learning process, the navigation must be intuitive, simple and easy to follow. Effective navigation makes the course more engaging and easy to follow. The designer needs to consider the appearance of the page but at the same time remember that it must not adversely affect the learning process. The layout should be designed so the instruction is not laborious or the learner may not understand the course objectives. Another component to implement is consistency. Consistency keeps learners from having to guess what comes next and will improve their learning experience. Consistency enables the user to scan the page to obtain a clearer picture of what the information entails. The use of bulleted lists and number ensures that the learner will retain the information at a higher percentage (Burns & Bodrogini, 2011). Therefore, planning the online course is essential for good design and is critical for a worthwhile online learning experience. Along with the course design, it is necessary to consider effective

online instructional strategies. There are many benefits and challenges of online learning that need to be considered before deciding if the positives outweigh the costs.

Benefits of online courses. Course design will improve the benefits of online learning. It can not only produce great results by decreasing costs and improving performance, but it can also be available for students or participants wherever they are located. This includes both asynchronous and synchronous learning opportunities. The benefits that will be considered in this literature review are convenience, a level playing field, cost, and learning experience.

Convenience. One of the main benefits of most online learning is that students have control over when or where they can access the course or tutorial. Students can often take the class when it best fits their schedule, which would include day of the week and the time of day. For students who work, have families, or other responsibilities online coursework can be a very effective way to complete their education. The flexibility of online courses makes it possible for people with varying schedules to succeed. For students with families or other responsibilities, online courses allow the freedom to schedule classes when there is more free time. Of course, synchronous courses must be taken at a specific time, but the student can choose the location, be it at home, the library, or a coffee shop. Students must remember that it is also necessary to meet required deadlines for the course by following due dates set forth by the instructor (Kazis et al., 2007). For some students this requires planning ahead and tapping into their motivation and time management skills (Gikandi, Morrowa & Davis, 2011).

Level playing field. During the online learning experience, there is a possibility of synergistic interaction between the instructor and students as well as among the students. Palloff and Pratt state that as ideas and resources are shared, continuous synergy can be produced through the learning process as each individual contributes to the course discussions and

comments on classmates' work (Palloff & Pratt, 2000). Students also have the opportunity to think before they type, which often creates a higher quality dialogue between student and student, and also student and instructor. Some students feel more comfortable sharing their thoughts in an online discussion board rather than in a face-to-face course. Not communicating face-to-face can actually level the playing field for some students as it takes away the fear of direct communication (Kazis et al., 2007; Gikandi et al., 2011).

Another issue that is dealt with in face-to-face courses is the possibility of discrimination. Based on race, sex, sexual orientation, religion, nationality, age, dress or physical appearance discrimination is less likely to occur due to in an online environment, thus creating equity for students. Students might possibly interact with students all over the U.S. or even around the world, which can encourage a diverse discussion. All classmates can have an equal opportunity to participate in the discussion, unlike a face-to-face class when one student can monopolize an entire discussion. Equal discussion opportunities also give the instructor the means to create a more student- centered experience (Kazis et al., 2007; Gikandi et al., 2011).

Cost. Taking online courses can be cost effective for students, not because the tuition is cheaper but because there might not be travel expenses. Students are also able to schedule their course work around their work schedule, which allows them to continue to work at their current position (Meyer, 2006).

Learning experience. The online classroom can make the learning experience more innovative through creative approaches to instruction and student-centered learning. The discussion boards offer the opportunity for all students to have an opinion and for classmates to read their peers' contributions. Students have access to resources that are all located in the online resource area. It is also easy to invite guest experts to contribute to discussions or even

participate in an asynchronous experience. Using the interactive learning environment can also help students implement self-direction and critical thinking in their learning experience (Burns & Bodrogini, 2011).

Challenges of online courses. As stated earlier, many students are enrolling in online classes, as well as having other online opportunities, either as part of a class or as a required tutorial. Despite the benefits of online learning, challenges also occur, such as technology accessibility, assessment, discipline and motivation, limited social interaction, faculty acceptance, and curriculum.

Technology accessibility. One such challenge of online learning is the limitation of available technology or Internet access. This issue frustrates some students who are participating in an online course or tutorial. Beyond the hardware and Internet issues, often times the browsers and/or add-ons needed for the course can cause functionality issues for the student's computer or mobile device. This can prevent some students from completing required homework, projects or even the course (Hara & Kling, 2002).

Assessment. Another challenge that online instructors face is how to assess online projects, which is an important ingredient of traditional higher education. According to Bransford, Brown, and Cocking (2000), assessment is a core factor for effective learning. The authors suggest formal learning needs to be assessment-centered, providing learners with opportunities to validate their emerging skills and receive encouragement to improve their learning. Both formative (assessment to support learning) and summative (for validation and accreditation) assessments are valuable tools for the student and faculty (Gikandi et al., 2011). As Gikandi and his colleagues so eloquently states, formative evaluation "offers online learning opportunities for enhanced interactivity and formative feedback, which in turn, engages them

with valuable learning experiences including active, contextual, interactive, collaborative, multidimensional, reflective and self regulated aspects of meaningful learning" (Gikandi et al., 2011, p. 2348). Online formative assessment can support higher education to meet the needs of the 21st century learners who are accustomed to immediate feedback.

This study supported that online formative assessment is assisted through multiple techniques or strategies such as self and peer formative assessment, as well as teacher engagement with formative assessment. For some faculty this will require utilizing a variety of online tools such as asynchronous discussion tools, self-test quiz tools either as stand-alone web-based tools or as features within a web-based learning management systems (LMS) the assessment of student learning can be more effective (Gikandi et al., 2011). A study by Niles (2007) suggests that many faculty in higher education may need extensive professional development and support to make effective use of formative assessment in online and blended learning in higher education.

Self-discipline and motivation. It is easy to recognize that online learning allows for students to access course materials when their time allows, from the location they desire, and at any time of the day or night. Although this can be viewed as a benefit, it can also contribute to issues for some students. Research shows that some students need more self-discipline to succeed in online courses. In a research study conducted by Picciano and collegues (2010), 80% of students need more disciplined to be successful in online courses as reported by the Chief Academic Officers participating in the study (Picciano et al., 2010).

As with any course, whether online or traditional, a student's success depends on motivation. "Motivation has been defined as the level of effort an individual is willing to expend towards the achievement of a certain goal" (Bransford et al., 2000). Some students are motivated

intrinsically, which often allows them to process the information at a deeper level. Other students require extrinsic motivation, which by contrast, makes them inclined to work at a minimal level (Pew, 2007). In the development of an online course or tutorial, it is best to keep in mind both the intrinsic and extrinsically motivated students.

Limited social interaction. Online courses are blamed for the possible limited social interaction opportunities. If discussion and collaboration opportunities are not created, many students will struggle with online courses due to lack of interaction time and learner isolation (Hara & Kling, 2002). This can lead to frustration for the learner, along with anxiety and confusion. It is important to remember that there are some situations where the only option for a student is to take an online course; therefore, the instructor needs to be aware that all of the students may not be confident in taking an online course or that not all are taking the course voluntarily.

Faculty acceptance. Another issue is the lack of acceptance by faculty. Picciano et al., (2010) conducted a survey where 61% of the Chief Academic Officers (CAOs) surveyed believed faculty at their institutions did not believe the online courses were of high quality. This correlated with the faculty who were surveyed (N=10,720), where 70% viewed online learning as inferior to face-to-face learning (Picciano et al., 2010). If faculty are not positive about the online learning, real issues arise for any institution offering online courses. If faculty are apprehensive or distrusting of the online experience, the course might not be developed appropriately for online learning. Often times their lack of acceptance is tied to faculty not having a clear understanding of how to teach successfully in an online environment. This causes concern for university administrators as well as the professors or faculty who are involved (Gikandi et al., 2011).

Curriculum. If the curriculum and teaching methodology are not carefully considered when developing an online course, online coursework can quickly translate into a negative experience for students. Simply placing a successful face-to-face course in an online environment does not automatically create a successful online course. If online communication (usually written), group interaction, and participation are not considered, there can be a breakdown in effective student/student and student/teacher communication. Another point to consider is the use of traditional lectures in the online classroom, this is usually not an effective method to communicate information to students (Illinois Network Online, 2012).

Online learning through tutorials. Some faculty supplement their face-to-face courses with online tutorials and many organizations use online tutorials to enhance the learning of their members. In a higher education setting, tutorials are often used in connection with an assigned course while at other times they are stand-alone (independent) tutorials. For example, libraries have created tutorials that students can access if they need to understand a certain researching technique or how to locate resources in certain areas of the library. Although the tutorials are often viewed as helpful, research recommends that if the tutorial is connected to a class assignment, more information will be retained (Bolliger & Supanakorn, 2011; Ganster & Walsh, 2008).

A study was conducted at a large university that offers multiple online tutorials for its faculty, staff and students to learn various software programs. Research concluded that a self-paced, just-in-time online learning opportunity is a positive and useful competent for faculty, staff and students. There was also an indication that it is of utmost importance to evaluate the online learning resources on a regular basis, making changes and improvements to better serve the clients (Brill & Park, 2011). In addition, Crimmin & Rupprecht's 2010, a study evaluated a

series of supplemental online learning modules to determine: (a) whether the program participants would make use of them; and (b) whether the modules were effective in helping participants. The online learning modules were supplemental material for the Arizona Cooperative Extension volunteers. The intention of the modules was to reinforce concepts learned during face-to-face classes. The conclusion was that the modules were cognitively effective and the participants increased their understanding of the material that was presented. However, it was also determined that the modules were definitely not a substitute for face-to-face training (Crimmins & Rupprecht, 2010).

Another use for online tutorials are the ethics and sexual harassment training that most universities mandate for their faculty and staff. The benefit of offering the trainings in an online tutorial format and assessment is that employees can take the training anytime within a specified time frame. One study conducted in 2007 by the Institute for Public Relations concluded that via the online testing site they created, subjects did increase their ethical deliberation skills. They also reported the participants had difficulty in seeing the relevance of detailed content provided and having opportunities in applying essential knowledge and skills (Peck & Matchett, 2010). In an article written for the Chronicle of Higher Education, a variety of concerns were discussed dealing with mandatory sexual harassment training. Although a survey conducted in 2006 by the American Association of University of Women Educational Foundation, determined there is an urgency to provide some type of training. In addition, many universities are turning to web-based tutorials to conduct the sexual harassment training because it is the easiest way to ensure that all faculty and staff are able to participate in a standard training. Although it is not expected that all inappropriate behavior will be irradiated, it is believed that people are becoming sensitized to the issue. Even though online training has gained appeal, there is still concern that the web-based

tutorials are not meeting the needs of all people, mainly because of lack of interaction between participants (June & Shieh, 2009).

While all aspects of online learning must be explored, WIU administrators must decide if the online option for teaching pre-service teachers about ELL laws, differences, attitudes, and current teaching strategies is effective. Therefore, it is necessary to consider research that has been conducted on not only teaching online ELL courses but face-to-face courses as well.

Learning Characteristics

In preparing an online learning environment for both undergraduate and graduate students, it is essential to look at the similarities and differences of how they learn. Young learners, or traditional undergraduate students, are accustomed to a pedagogical method of learning: subject oriented, future oriented, looking for adult direction, accepting of new information, and dependent upon others to design their learning (Knowles, 1984, 1995, 1998). "Pedagogy" literally means the art and science of educating children and often is used as a synonym for teaching (pedagogy, 2012). More accurately, pedagogy embodies teacher-focused education when teachers assume the responsibility for what is being taught and learned (Knowles, 1995; Ozuah, 2005; Pew, 2007). In the pedagogical model, the teacher determines what will be learned, how it will be learned, and when it will be learned. Teachers direct learning. This is the most common way university classes are taught, with students relying on faculty to direct them in their learning. However, not all undergraduate students are of a traditional nature. Some may have served in the military, raised a family or had another career all before attending college. Therefore, a program that impacts a diversity of learners needs to consider andragogy for the nontraditional undergraduate students', as well as pedagogy for the traditional students' learning styles.

Adult learners, nontraditional undergraduate and graduate students often look at learning in a different manner than traditional undergraduate students. These learners are often problem-centered, result-oriented and self-directed. They question new information, seek education as it applies to their current needs, and take responsibility for their own learning (Knowles, 1984, 1995, 1998)

The andragogical model is different from the pedagogical model in adult learners in the following ways: (a) understanding why it is important to learn, (b) directing themselves through the information, (c) relating the experience to themselves, (d) becoming ready and motivated to learn and (e) overcoming inhibitions, behaviors, and beliefs about learning (Knowles, 1995, 1998). For adult students to truly be motivated to learn, andragogy needs to be applied. Therefore, it is imperative to consider the pedagogical and andragogical model when determining effective teaching strategies, appropriate learning theory and the design of an online course.

Designing Online Courses

Because online learning environments are widely used in higher education, the course design requires careful consideration (O'Neil, Singh, & O'Donoghue, 2004). Strategic planning and development of a course will ensure long-term success in a highly competitive online learning market. Course design requires consideration of three dimensions of an online learning environment: expository, active and interactive (U.S. Department, 2010). The levels of interactivity to be considered are learner-content, learner-instructor, learner-learner, learner-interface, online collaboration, and learner-control.

Expository instruction is traditional learning or when content is transmitted to the student by a lecture, written material, or other mechanisms. It emphasizes learner-content and possibly

any level of learner-instructor (low, medium, or high; U.S. Department, 2010). There is little learner control in expository learning; technology delivers the material.

Active learning is considered a conventional learning concept, where learners build their knowledge through online drills, simulations, or games. When including active learning, multiple types of interaction should be the focus, such as, learner-learner, learner-content, learner-instruction, and learner-interface. Active instructional strategies should be used, in connection with interactive instructional strategies, when developing online learning environments (U.S. Department, 2010).

Interactive learning is when the learner creates knowledge through inquiry-based collaborative interaction with others and the teachers act as facilitators becoming co-learners with the students. Again there are multiple types of interaction, learner-learner, learner-content, learner-instructor, and learner-interface. This is the most important phase to integrate into an online learning environment, allowing for online collaborative activities (U.S. Department, 2010).

Despite the importance of the learner and the online environment, it is also essential to consider how the content should be included in the course or module. Determining the amount of the content to be included can be just as significant as the actual content itself. The Rule of Seven advocates that information is "chunked" into small groups of content, giving students the time to absorb each "chunk" before being presented with more information (Clement, 1985). Using the Rule of Seven helps avoid memory overload, which pertains to such things as the length of streamed lectures, videos, and written content. Even providing a visual representation of the course, via a graphic organizer, a web map or a table of contents can help students understand the hierarchy of the course or modules (Johnson & Aragon, 2003).

Effectively developing online learning environments continues to be a challenge for

many universities due to shrinking funding and greater competitiveness between universities, as they seek traditional and online students. Designing the online environment so that it is not only attractive, but also functional, could help influence a student's decision (Armstrong, 2011; Palloff & Pratt, 2000).

Chapter Summation

Time, cost and location are all considerations when using online learning as a means of educating any student. Non-traditional students appreciate the opportunity to take classes while working, which give them the opportunity to participate in class assignments when it best fits their schedule (O'Donoghue & Singh, 2001; O'Neil et al., 2004). Almost every higher education institution is implementing online education programs and/or courses (Kazis et al., 2007; O'Neil et al., 2004). Technology is highly influential, and although perhaps not the answer to everything, it can certainly assist in creating some cost effective methods of offering courses. What defines an online learning environment differs according to researchers, which affects how the percentages are reported. However, Armstrong (2011) and Kazis et al. (2007) state that enrollment in online courses has increased from 145% to close to 250% over the past five to seven years.

Chapter 3: Methodology

With the advancement of technology and the increase in online learning opportunities impacting educational practices in all disciplines, determining the acceptability of the online learning experiences has become necessary. Higher education administrators and faculty are aware of how the changes and opportunities of online learning have affected learning opportunities in all disciplines. As noted in chapter 2, convenience and flexibility are the main advantages of online learning (Marks, Sibley, & Arbaugh, 2005). These qualities are helpful to students who often have multiple commitments (e.g., job, family) as well as coursework. Yet program directors need to determine if the program that is offered online provides the content necessary for the success of the students participating in the program.

Program evaluation involves collecting information about a specific program and using the results to make decisions affecting the future of that program. Many types of evaluation can be used to collect the necessary data. These include needs assessments, effectiveness, formative, summative, goal-based, outcomes, or process evaluations. How the data is collected is secondary. More important is its accurate collection and whether the information gathered can be assessed and understood (Patton, 1978).

Another issue to consider in educational programs at universities is providing the correct information teacher candidates need for teaching ELL students in their future classrooms. Western Illinois University (WIU) requires an ELL Module for teacher candidates that must be passed prior to student teaching. This module consists of five lessons including text based material, videos, additional online information, and testing material. This research will provide program evaluation research that will help determine if the ELL Module meets the needs of the (Bolliger & Supanakorn, 2011) WIU education department and its future teachers.

Design

Program evaluation is an integral component for maintaining the quality and acceptability of online courses and modules. Despite the fact that research confirms the necessity, a void in the utilization of program evaluation still exists. According to McNamara (1995) program directors often avoid implementing an evaluation because it seems too scientific or they must have a complete understanding of statistical analysis. When in fact, according to the Pareto Principle, the first 20% of the effort will generate the first 80% of the plan, and this is by far better than not having any data. Program evaluation can verify whether the service being provided is actually what is needed by the organization. In the case of the ELL modules it is important to determine if they are providing the information necessary for teacher candidates to experience success with ELLs in their future classrooms and if the online delivery model is effective.

To evaluate the ELL Module, a program evaluation capturing both quantitative and qualitative data was used. Data was gathered via online surveys from all past and present stakeholders in the program, graduates of the education program, preservice teachers, faculty and advisors (Appendices A, B, and C). The surveys included multiple-choice questions that measured demographics and basic information about participants' teaching situations; Likert scale items assessed knowledge gained from the ELL Module; and open-ended questions gathered information concerning additions or changes that could be made to the program.

Research study groups. Several groups of individuals provided valuable information about the ELL Module. These included graduates of the program, current teacher candidates within the program, and faculty involved in the delivery of the program. At the faculty level, this included those directly delivering instruction as well as those that serve as academic advisors and field supervisors for the students. The faculty who currently or previously served as chairpersons

for the Curriculum & Instruction, Education Disciplinary Studies, and other departments with secondary education faculty were included. Research questions were arranged according to these three groups. In addition, historical data regarding use and quality of online instructional strategies were examined.

Research Questions

- ELL Module Graduates and Current ELL Module Teacher Candidates
    1. How do the teacher education graduates and current teacher candidates perceive the value of the information they received from the ELL Module?
    2. What practices and knowledge from the ELL Module do they report having implemented in their classrooms?
    3. What specific instructional strategies of the online environment worked well for learning the content of the ELL Module?
- Teacher Education Faculty and Advisors
    4. What do teacher education faculty and advisors think about the effectiveness of the ELL modules for providing the knowledge and skills needed for implementing effective teaching strategies?
- Online Instructional Strategy Use
    5. What are the:
        a. Amounts of time on task for each lesson
        b. Completion time of the complete ELL Module
        c. Number of attempts used to pass each assessment
        d. How does it influence the ELL Module?

Sources of Data

The program evaluation of the ELL Module was conducted by collecting data from five sources.

- Graduates who received their certification on or before 2011 from the educational program at WIU (N=225). Graduates were contacted through the WIU alumni house system via email.
- Teacher candidates: Current students who have taken the ELL Module but are still currently enrolled at WIU (N=287). These students were contacted via their WIU email that was obtained upon registering for the ELL Module.
- Education faculty and chairpersons at WIU, including Elementary Education, Special Education, Bilingual Education, Early Childhood Education, and all secondary education programs (Health, PE, Agriculture, Science, History, Music, and Art) will also contribute data to the research (N=74). Faculty were contacted via an email list provided by the Curriculum & Instruction office.
- Education academic advisors, including all secondary education advisors, (N=24). Advisors were contacted via their WIU email.
- Historical data from the Content Management System (CMS) were also collected and analyzed. Data that had been archived and present data was accessed through the CMS system and print-based material.

Table 1

Research Study Group Target Sample Size

Research Study Groups	**Target Population**
Graduates	225
Current Students	287
Academic Advisors/Field Supervisors	24
Faculty	74
Historical Data Subjects	161

Data Collection Strategies

Data was gathered utilizing a survey process for the faculty, students, and advisors. Historical data were also retrieved from the CMS. The faculty, student and advisor surveys were designed, based on the Kirkpatrick model (Kirkpatrick, 1994) for program evaluation. This module includes four different levels of evaluation:

Level 1: Reaction – This level measured how participants reacted to the training, which was important because it helped to understand how it was received by the audience and helped identify important areas or topics that are missing from the current training. For this evaluation, the focus was on how students and faculty perceive the necessity of the ELL Module and what components might be added in the future.

Level 2: Learning – This level measures what the participants learned and if their knowledge increased from the training. For this evaluation, participant had the opportunity to share what they learned from the ELL Module. The retention of information learned from the ELL Module was measured via the Pre-Graduation and Post-Graduation Surveys.

Level 3: Behavior – This level measured how a person changed their behavior as a result of the training. For this evaluation, the focus was on how the ELL Module affected the teacher in the classroom or how the faculty believed the module has impacted the students.

Level 4: Results – At this level, the final results of the training were analyzed. By analyzing the ELL Module, decisions can be made on future implementation and added components to the module.

Survey Development

Since the of this research was to evaluate a particular program, it was deemed necessary to write the surveys specific to the ELL Module. Therefore, specific surveys were written for graduates, current students, academic advisors, and faculty (which includes current and former chairpersons). Each survey posed basic questions but also included unique questions for each group. The survey included multiple choice, Likert scale, and open-ended questions. Historical data were also collected from the CMS. A survey was used to collect information that included the amount of time spent taking the ELL Module, the number of attempts needed to pass the tests, and the completion time for the entire ELL Module

Four instruments were used to evaluate the ELL Module.

1. The Post-Graduation Survey: for all graduates from the education department at WIU from 2010-2012 (Appendix A).
2. Pre-Graduation Survey: for students who have taken the ELL Module but have not graduated from WIU and for students who took the ELL Module in the Spring of 2013 (Appendix B).

3. Faculty and Academic Advisors Survey: for all involved faculty, academic advisors, field supervisors and current and former chairpersons of education students at WIU (Appendix C).
4. Existing historical data survey: Data from the Classroom Management System (CMS) included date started and date completed, total time spent in module, total time spent on each lesson's assessment, and number of times it took to pass each assessment. Other historical data were printed copies of student records that indicate the student's major and sex, the year the ELL Module was taken and passed, how long students were in the ELL Module and how many attempts were taken to pass each assessment. This historical data spanned from 2010 to 2013.

The surveys were pilot tested to ensure content validity and determine the clarity of the instructions, the clarity of the questions, the need for additional options in multiple-choice questions, and the length of time taken to complete the survey. Five WIU employees, who would not be participating in the final survey, read and responded to the questions on the surveys. They reviewed the directions, evaluated each question, and determined an estimated time of completion. Of the five reviewers, three had an ELL background. Any suggested changes were discussed and incorporated into the surveys prior to a pilot process of each survey to ensure consistency and ease of use of the online delivery method. Estimated time for completion of each survey was less than 45 minutes.

Data Collection Procedures

An effective method to collect the data necessary to evaluate the WIU ELL Module was through an electronic survey process. To gather the information, all participants were contacted via email but directed to a web-based survey through an embedded URL in the email message.

Once the online survey was accessed, the participant filled out the digital consent form and proceeded with answering the survey questions. There were several open-ended questions on each survey that requested feedback from the participants concerning their attitudes or opinions regarding the ELL Modules.

All surveys were administered using the electronic tool Qualtrics (http://www.qualtrics.com). The logic rule was used to help define questions that would be asked further depending on the respondent's answer(s) to a particular question(s). Logic expressions included conditions combined and grouped in different ways. These conditions checked if particular answer(s) were selected and routed respondents as programmed by the survey owner (Staley, 2011).

Human Subjects Consideration

Informed consent exists to ensure that all research involving human subjects allows for voluntary participation by subjects who understand what the participation involves. The digital consent form stated the purpose of the study, that it was voluntary to participate, and that the participant had to consent to participate.

This research qualified as being considered "Exempt" research within category B that describes the use of "Survey/Interview Procedures." This research was exempt because there was minimal risk to the subjects. Responses were completely anonymous, and respondents could not be identified in any way. The responses, if they were to be released accidentally, would not subject participants to potential civil or criminal liability. Finally, the questions did not address participants' mental well-being, attitudes and perceptions of a sexual nature, or other sensitive subjects. Exempt status was granted from the Pepperdine University GPS-IRB (Appendix D). The Western Illinois University administration provided permission for this study (Appendix D),

indicating they accepted Pepperdine's IRB decision and informed their own IRB about this research.

For this research, a digital consent form was included with each web-based survey (Appendices E, F, G). The consent forms and digital copies are stored on in a password protected database on the Qualtric website. The database is accessible to the researcher and one other COEHS employee.

All data is stored with a numeric descriptor. After the data was collected, a COEHS employee, who is not the researcher, stripped the names from the databases and replaced with a numeric descriptor. Surveys collected from past students did not involve any identifiers. Current students were informed that no grades would be affected, and the only risk present in participating in the survey would be loss of time to participate.

A benefit that might have occurred was the knowledge the current or past students helped improve a required program of the program from which they graduated or plan to graduate. They also had the opportunity to be refreshed on the information they learned when taking the ELL Module. Participants in the survey were offered a free month subscription to STAR-Online Professional Development, giving them the opportunity to choose from over 50 different modules and 650 Continuing Professional Development Units (CPDUs), including the ELL Module. A drawing was provided for participants from the graduate and current student survey; an iPad Mini and one of 6 iTunes cards were given away.

Analysis

A number of statistical methods were used to analyze the survey data, including the measures of central tendency, dispersion and analysis of variance (ANOVA). The measures of

central tendency and dispersion are valuable analyses for comparing groups (Vogt, 2007). To analyze specific differences by groups, both a T-Test and ANOVA were employed.

Descriptive responses of the responding participants were entered into the software program HyperResearch. Using this program, the responses were coded and categorized according to themes and trends. To ensure reliability of interpretation, an additional COEHS colleague was asked to review the coded data and validate the identified themes of these questions. The themes and trends were summarized, reported and graphically displayed.

Chapter 4: Results

This chapter presents qualitative and quantitative results that examined an issue faced by educators throughout the U.S., how to successfully educate pre-service mainstream teachers on various laws, cultural differences, attitudes, and current teaching strategies that affect ELLs and their educators. Specifically this study was designed to evaluate WIU's program for teacher development focusing on the ELL Module. Investigating from the perspective of four groups, the research questions that guided these findings are:

- ELL Module Graduates and Current ELL Module Pre-service Teacher Students
    1. How do the teacher education graduates and current teacher candidates perceive the value of the information they received from the ELL Module?
    2. What practices and knowledge from the ELL Module do they report having implemented in their classrooms?
    3. What specific instructional strategies of the online environment worked well for learning the content of the ELL Module?
- Teacher Education Faculty and Advisors
    4. What do teacher education faculty and advisors think about the effectiveness of the ELL Module for providing the knowledge and skills needed for implementing effective teaching strategies?
- Online Instructional Strategy Use
    5. What are the:
        a. Amounts of time on task for each lesson
        b. Completion time of the complete ELL Module
        c. Number of attempts used to pass each assessment

d. How does it influence the ELL Module?

The digital surveys collected information from ELL Module Graduates, Current ELL Module Pre-service Teacher Students, Teacher Education Faculty and Advisors. Historical data were also collected from the Content Management System (CMS) system. The chapter begins with the demographics of the subjects from the survey and the demographics of the subjects from the historical data collected. This chapter presents a description of the survey results, including responses to multiple-choice questions, Likert scale rating, and open-ended questions. The historical and current data that were collected included the number of students, time on task and average completion time. The chapter continues with the survey and historical data results as they relate to each research question.

Description of Study Groups

Two types of data were used for this research study, data gathered through electronic surveys and also historical data captured through the electronic Course Management System (CMS). The three subject groups who were surveyed through electronic surveys were (a) graduates of the education program between 2010 and 2012 who had taken the ELL modules during their enrollment at WIU, (b) students who were still enrolled at WIU during spring 2013 and had previously taken the ELL module or finished it during that semester, and (c) faculty, advisors and field supervisors. All participants were contacted via email but directed to a web-based survey through an embedded URL in the email message. Once the online survey was accessed, the participant filled out the digital consent form and proceeded with answering the survey questions. Each study group had survey items that elicited open ended responses that asked participants to respond in their own words to 'why?' on various forced-choice questions.

Graduates of the program were contacted through the WIU Alumni House email process. There were 225 education alumni who registered with the Alumni House so emails were only sent only to those 225 people. A reminder email was sent 3 weeks after the original email (Appendix H). Only eleven people responded to the request and nine completed the survey. The return rate of the graduates' survey was just 4% (Table 2).

Current students were contacted via their WIU email address that had been recorded upon registration for the ELL Module. There were 287 students who were contacted. A reminder email was sent 3 weeks after the original email (Appendix I). Sixty-eight students responded to the survey, with a return rate of 24% (Table 2).

A survey was created that targeted education faculty, advisors and field supervisors at WIU. Questions were accessed according to the respondent's self-classification. This included faculty, advisors and field supervisors from Elementary Education, Special Education, Bilingual Education, Early Childhood Education; and all secondary and K-12 education programs (Health, PE, Agriculture, Science, History, Music, and Art). They were contacted via their email addresses from a list obtained from the university. An Associate Dean of the college sent a reminder email to perspective participants three weeks after the initial request (Appendix J). Thirty-two faculty, advisors or field supervisors responded, with a return rate on the surveys of 30% (Table 2).

Historical data from the CMS system and other university records were also gathered. There were 161 different participants within the ELL Module during the period of 2010 to 2013 (Table

Table 2

Research Study Groups Sample Size

Group	Targeted Population	Sample (*N*)	Percentage of Target Population
Graduates	225	9	4%
Current	287	68	24%
Academic Advisors & Faculty	92	28	30%
Historical Data	161	161	100%

Graduate Survey Demographics

The nine graduates completing the survey graduated from high school between 1989 and 2008. The largest group (n=4/44%) graduated in 2006 with 33% (n=3) graduating in 2008 (Figure 2).

The nine graduates completed their WIU program from Fall of 2010 through Fall of 2012. Figure 2 shows the specific terms of completion (Figure 3). Teacher certification varied among the nine graduates. These included Bilingual/Bicultural education (*n*=1), elementary education (*n*=1), agricultural education (*n*=1), Spanish education (n=1), special education (*n*=1), social science secondary education (*n*=1) and English secondary education (*n*=3) (Figure 4).

All nine graduates responded that English was their native language, with one responding that another language, Spanish, was spoken in the home while s/he was growing up. Three

graduates reported they spoke a second language, which in all cases was Spanish (Figure 5). Six of the nine graduates reported experiences teaching in either a private or public school (Figure 6).

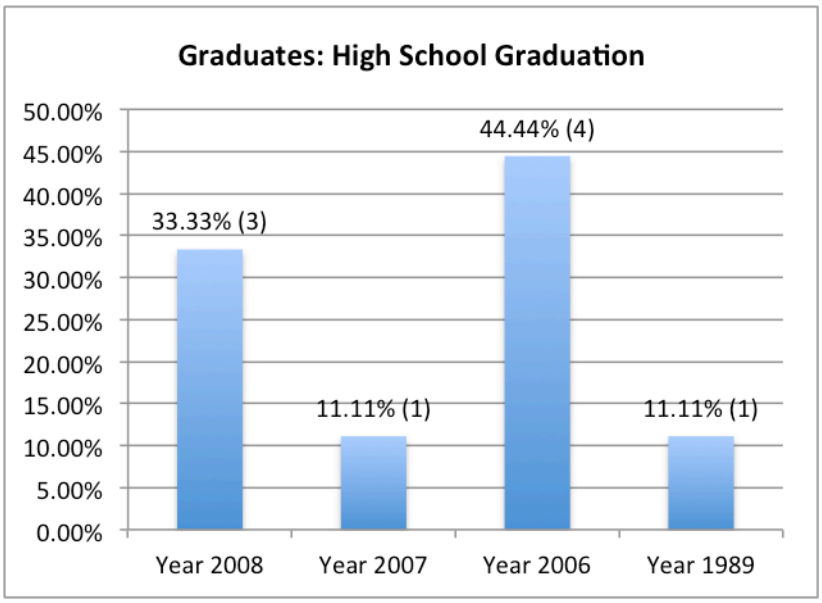

Figure 2. Frequency Distribution of High School Graduation Terms for Graduates (*N*=9)

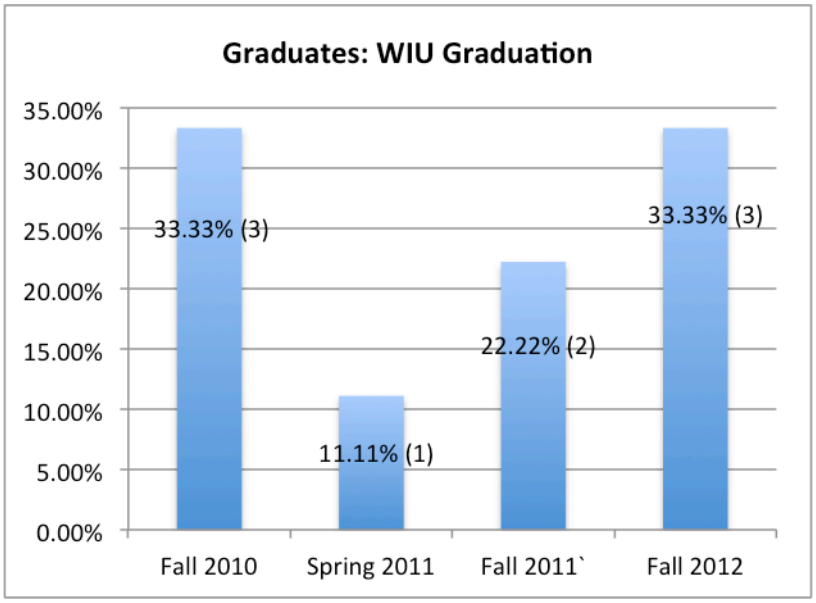

Figure 3. Frequency Distribution of WIU Graduation Terms for Graduates (*N*=9)

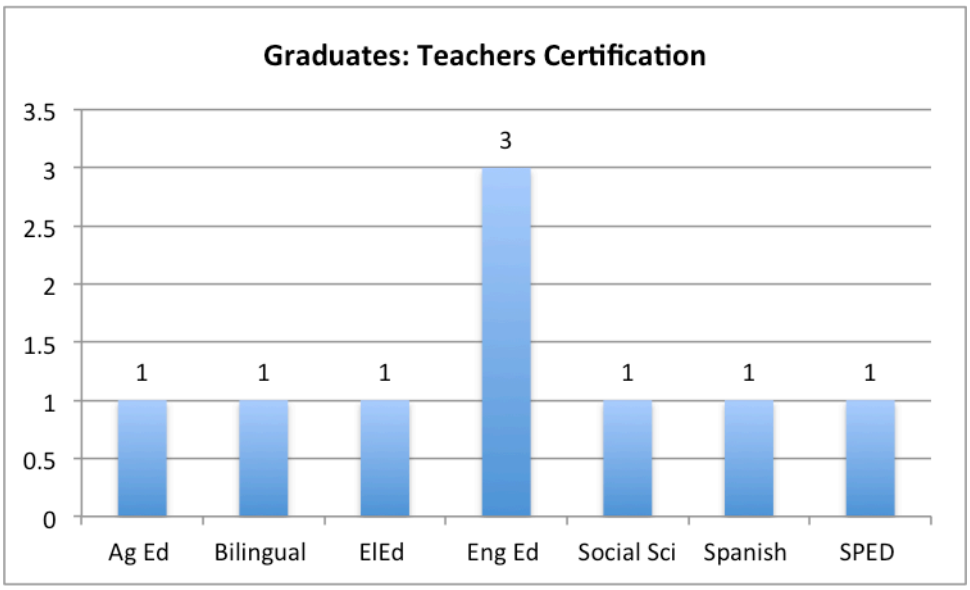

Figure 4. Frequency Distribution of Teacher Certification for Graduates (*N*=9)

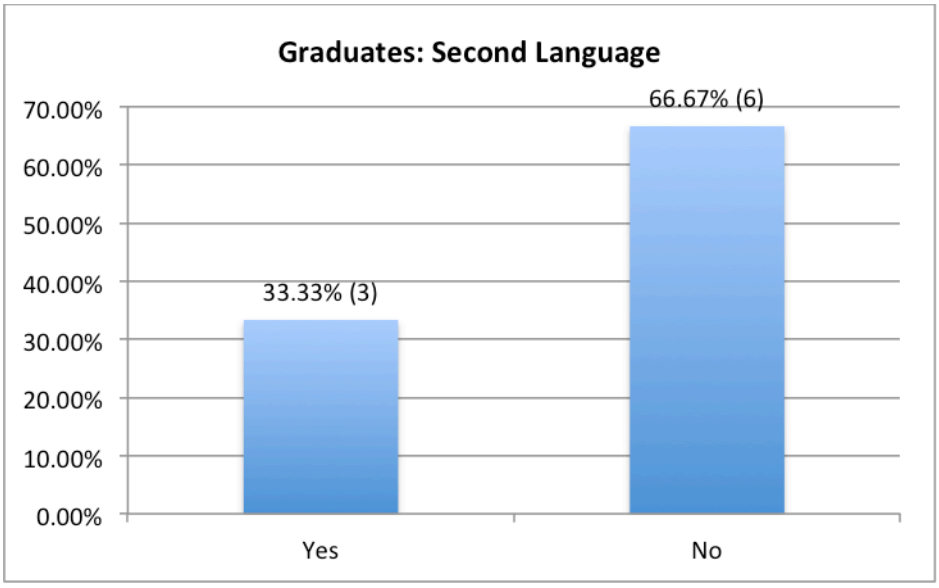

Figure 5. Frequency of Second Language Currently Spoken (*N*=9)

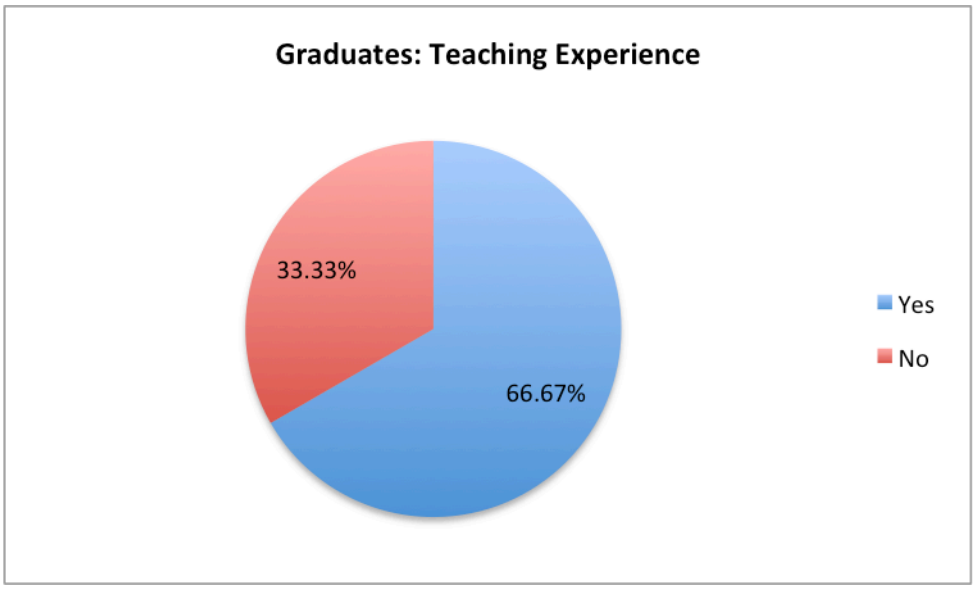

Figure 6. Frequency of Public/Private Teaching Experience (*N*=9)

Current Teacher Candidates Survey Demographics

The 68 current candidates completing the survey graduated from high school between 1978 and 2011. The largest group (*n*= 26/39%) graduated in 2009 with 15% (*n*=10) graduating in 2007 and 2008, respectively (Figure 7). Of the 68 current teacher candidates, the dominant group that participated in the survey was WIU seniors. This group included both first semester and second semester seniors, as well as those having completed over 120 credit hours (*n*=52/77%) (Figure 8).

The 68 current candidates responding to the survey were represented in ELL sessions from Spring 2011 to Spring 2013. The largest group (*n*=16/24%) took the ELL Module in Spring of 2013 with the second largest group (*n*=12/18%) representing Spring 2011 (Figure 9).

Anticipated teacher certifications varied among the 68 current candidates. These included elementary education (*n*=25/11%), special education (*n*=11/17%), English education (*n*=5/8%), bilingual/bicultural education, early childhood and music education (*n*=7/11%), physical

education (*n*=2/3%), agricultural education, Social Science/History, Art education, Spanish education and other (*n*=1/2%) (Figure 10).

Sixty-two (94%) reported English as their native language (Figure 11), and 13 (20%) stated there was another language spoken in the home. Other languages spoken in the home were Spanish (*n*=6/46%), Italian (*n*=2/16%) Chinese, Korean, German, Greek, and Japanese (*n*=1/8%) (Figure 12). Thirteen (20%) candidates also responded that they spoke a second language (Figure 13) and the languages spoken were Spanish (*n*=8/62%), other (*n*=3), Chinese, Korean, German and (*n*=1) (Figure 14).

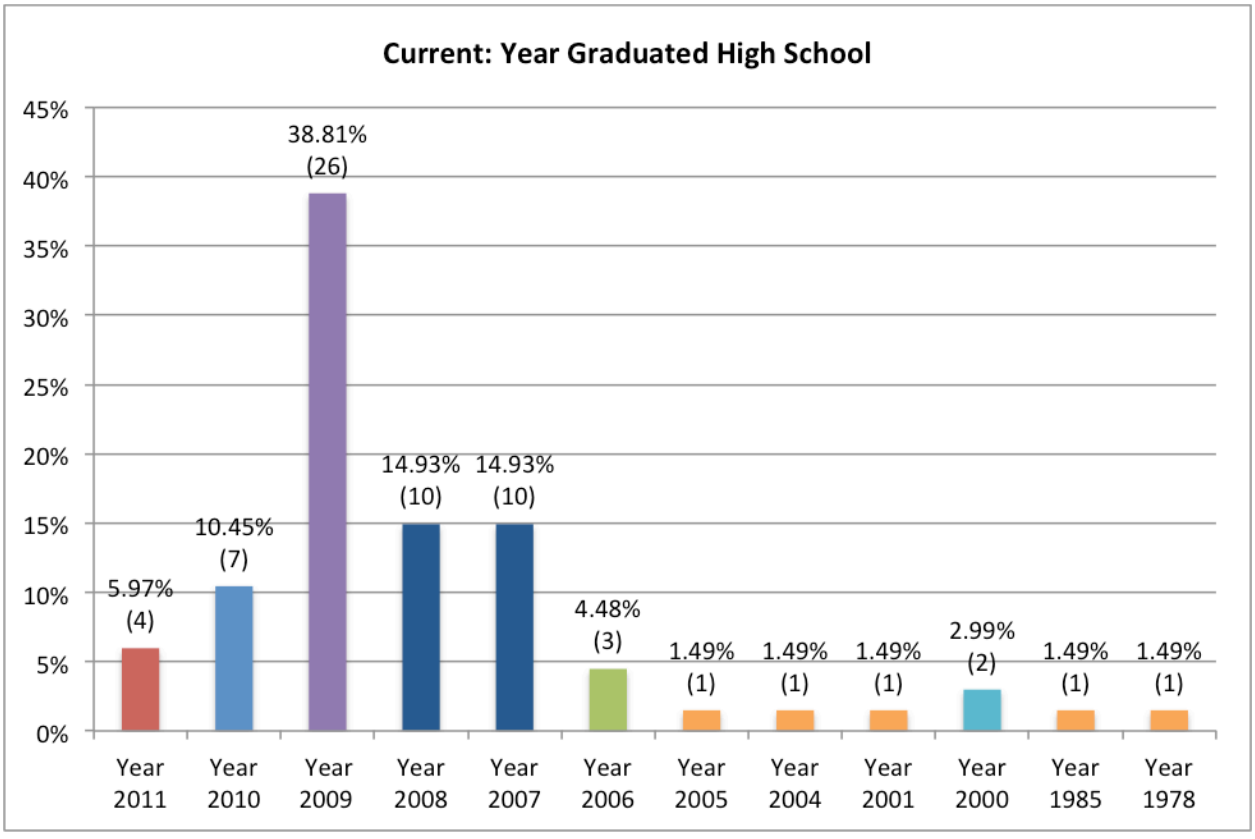

Figure 7. Frequency of Year Current Students Graduated from High School (*N*=68)

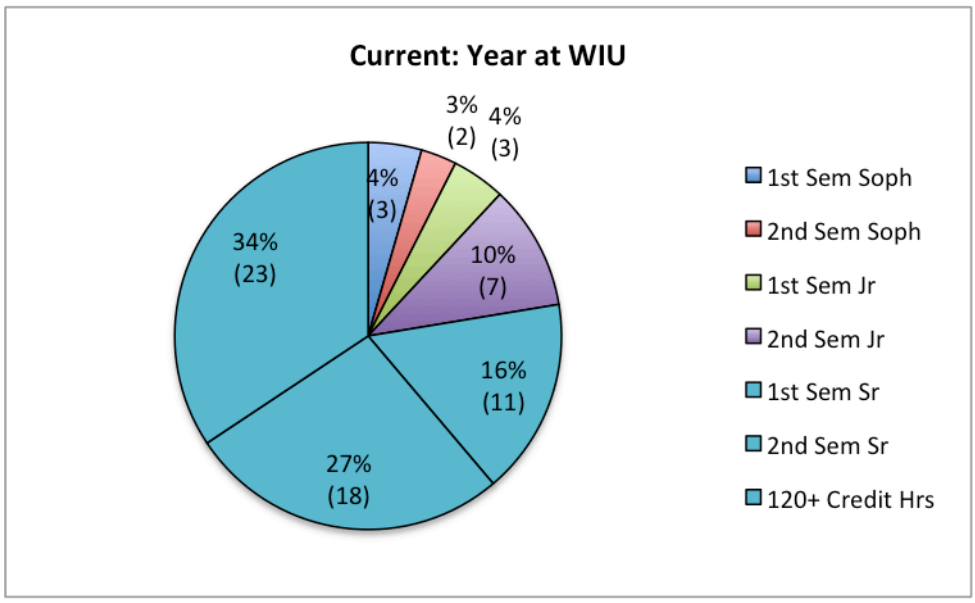

Figure 8. Frequency of Enrolled Semester of Current Students at WIU (*N*=68)

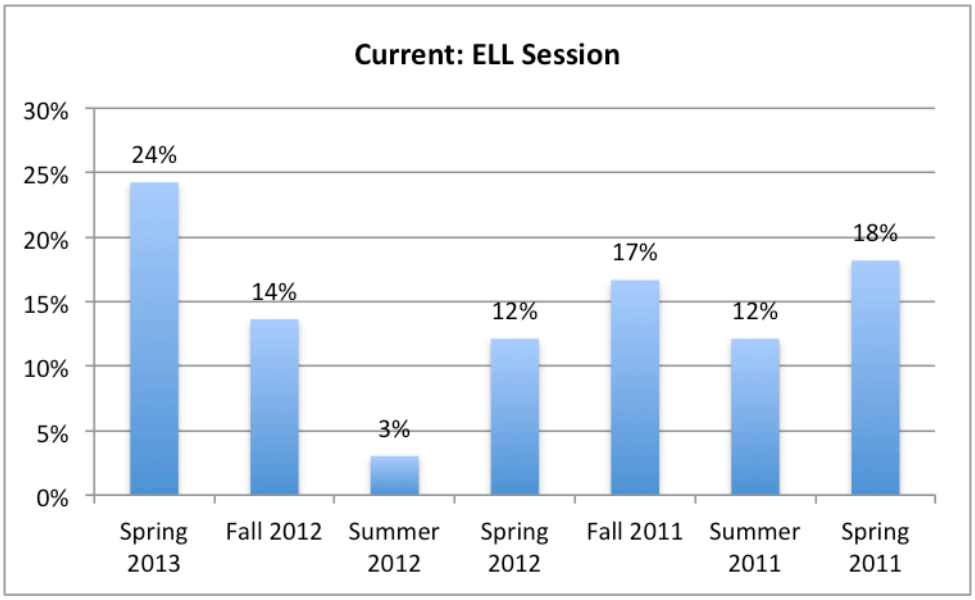

Figure 9. Frequency of Current Students ELL Session by Semester (*N*=68)

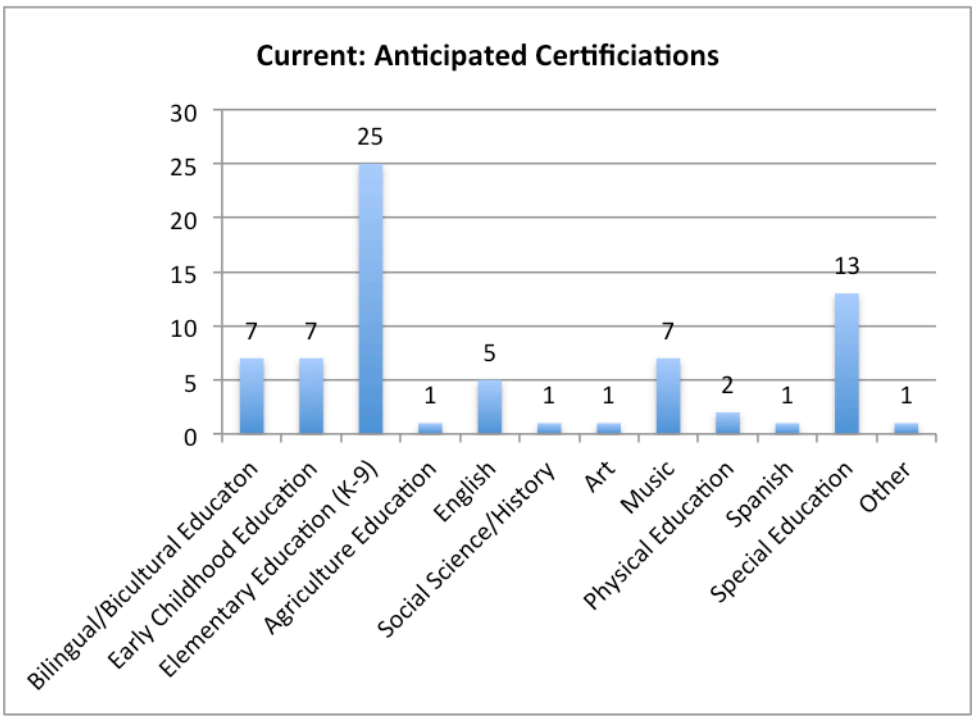

Figure 10. Frequency of Current Students Anticipated Certifications (*N*=68)

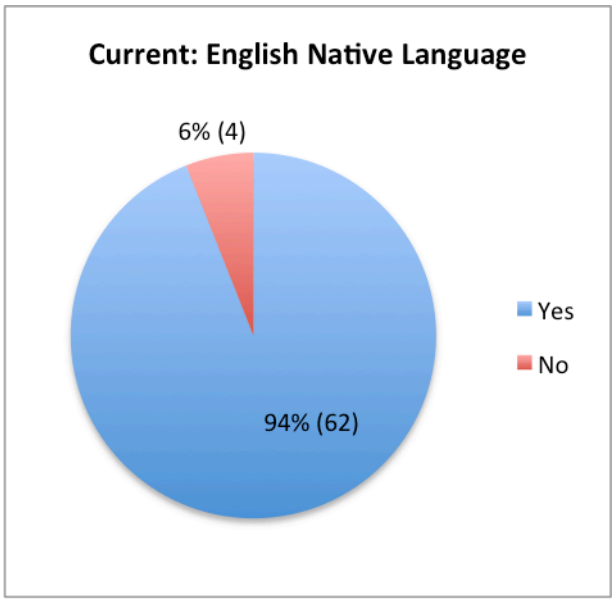

Figure 11. Frequency of Current Students who said English is their Native Language (*N*=68)

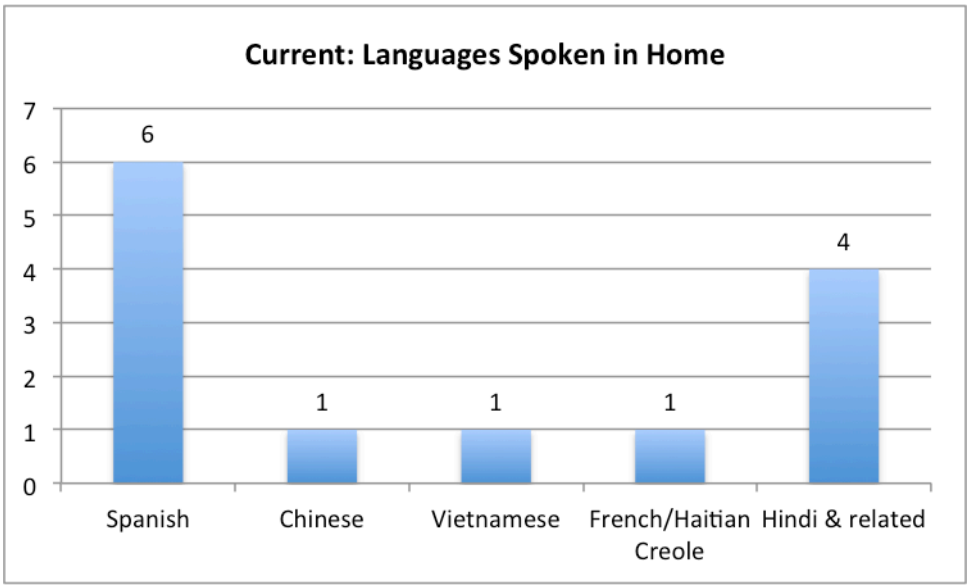

Figure 12. Frequency of Languages Spoken in the Home (*N*=68)

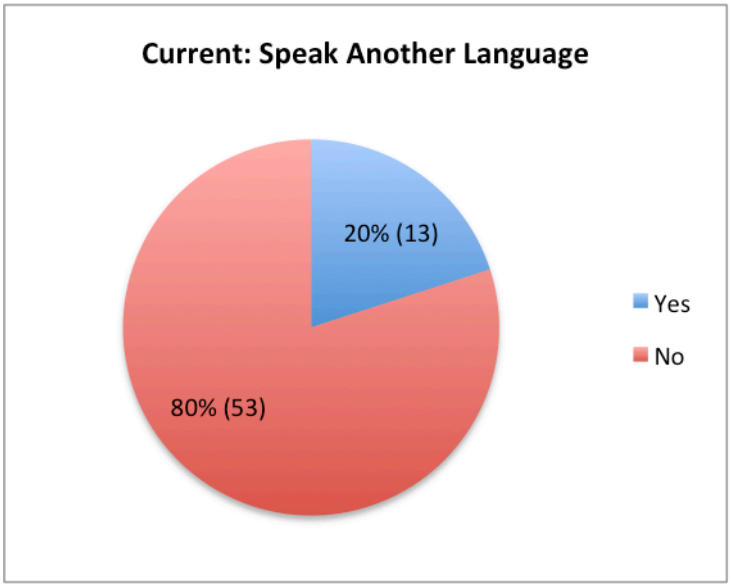

Figure 13. Frequency of Current Students who Speak Another Language (*N*=68)

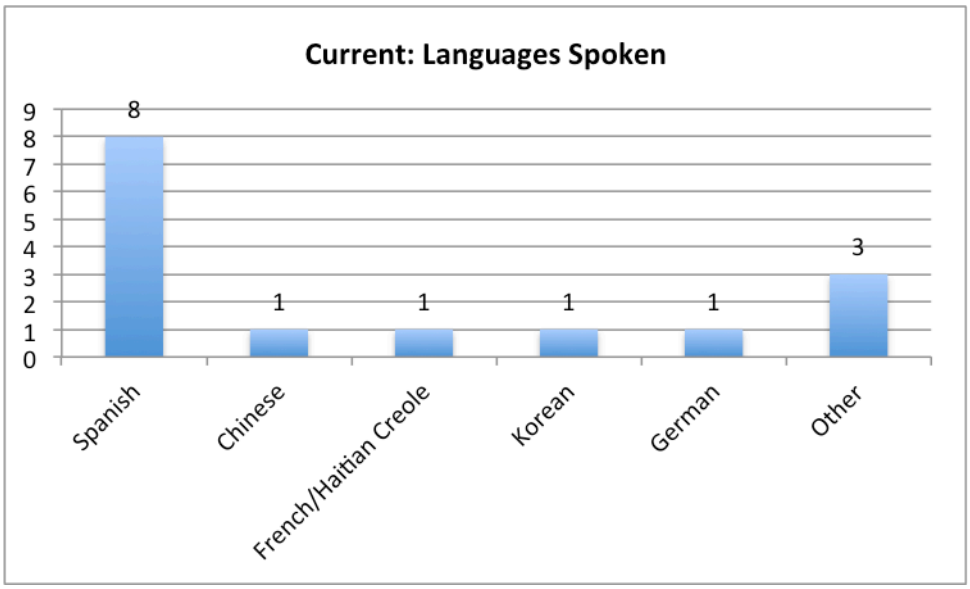

Figure 14. Frequency of Languages Current Candidates Speak (*N*=68)

Faculty, Advisor, and Field Supervisor Survey Demographics

Twenty-eight faculty, including advisors and field supervisors, completed the survey. Of these, 19 serve in faculty roles, three are considered program chairpersons, and six function as advisors or field supervisors (Figure 15).

Twenty-five answered that English was their native language (Figure 16), with three reporting they spoke an additional language while growing up; one spoke Spanish and two spoke German (Figure 17). Currently, of the 28 people surveyed, six speak languages in addition to English: Spanish (*n*=6), French/Haitian Creole (*n*=2), and German, Japanese, and Italian (*n*=1) (Figure 18).

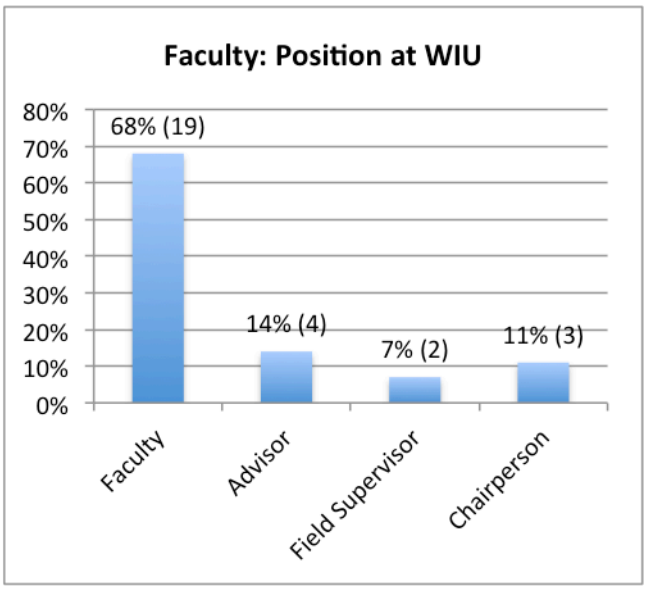

Figure 15. Frequency of Position Held at WIU (*N*=28)

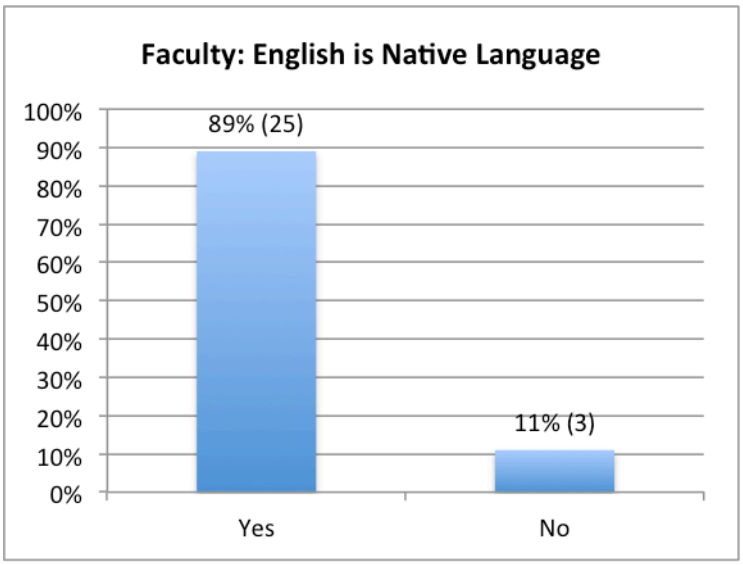

Figure 16. Frequency of English is Native Language for Faculty (*N*=28)

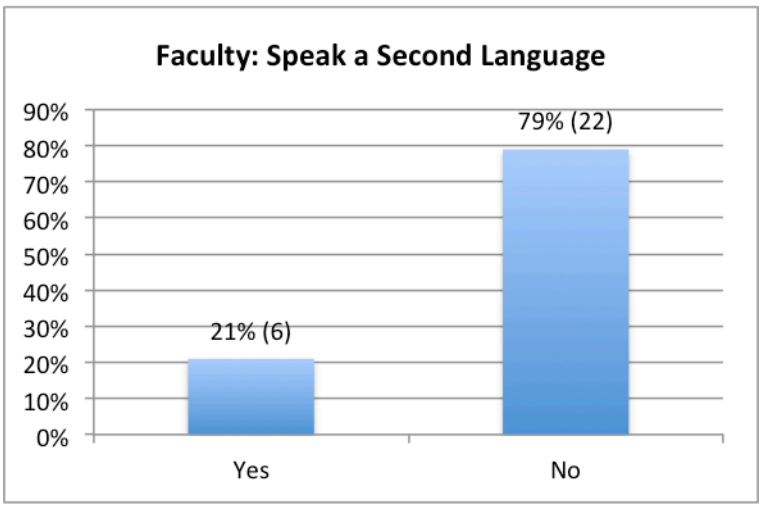

Figure 17. Frequency of Speaking a Second Language for Faculty (*N*=28)

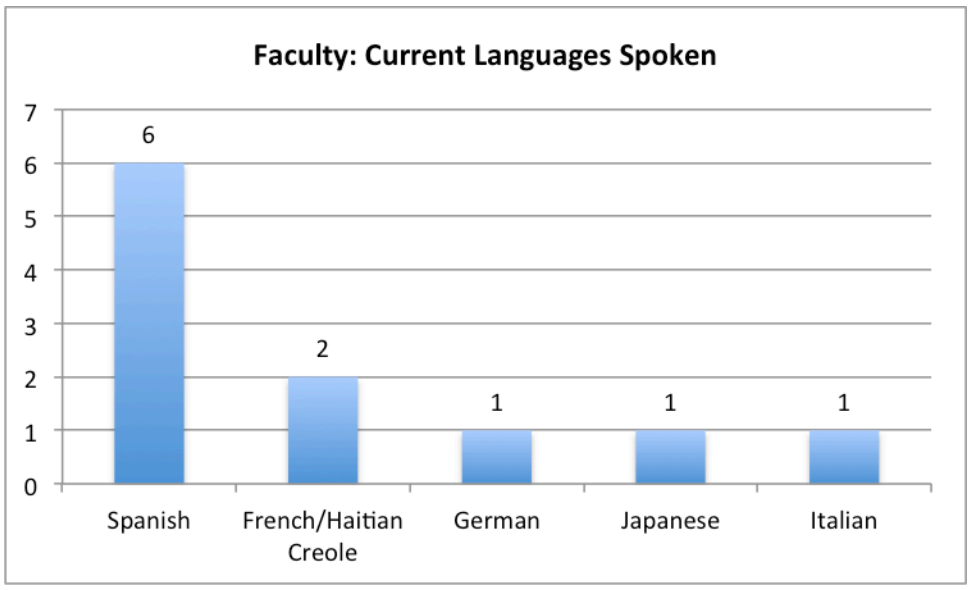

Figure 18. Frequency of Current Languages Spoken for Faculty (*N*=28)

Historical Data Subject Demographics

Of the 161 subjects included in the historical data, 43 were males (22.1%) and 118 were females (60.5%) (Figure 19). Although 13 different teacher certifications were represented on the current student and graduates surveys, for a more complete analysis of the historical data these certifications were collapsed into four groups; Elementary Education (elementary education,

early childhood education and Bilingual/bicultural education), Secondary Education (Spanish education, agriculture education, history education, math education, science education, and English education), Special Education, and K-12 Education (music education, art education, and physical education) (Figure 20). There was also a fifth group of students who withdrew from the program and they were not included in subsequent analyses.

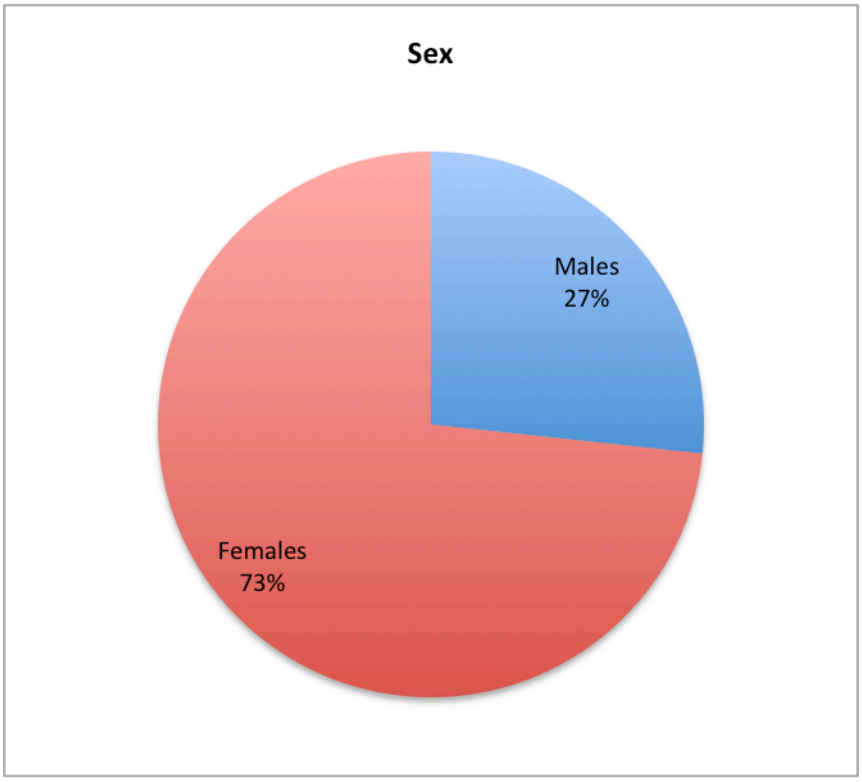

Figure 19. Frequency of Males and Females for Historical Data (*N*=161)

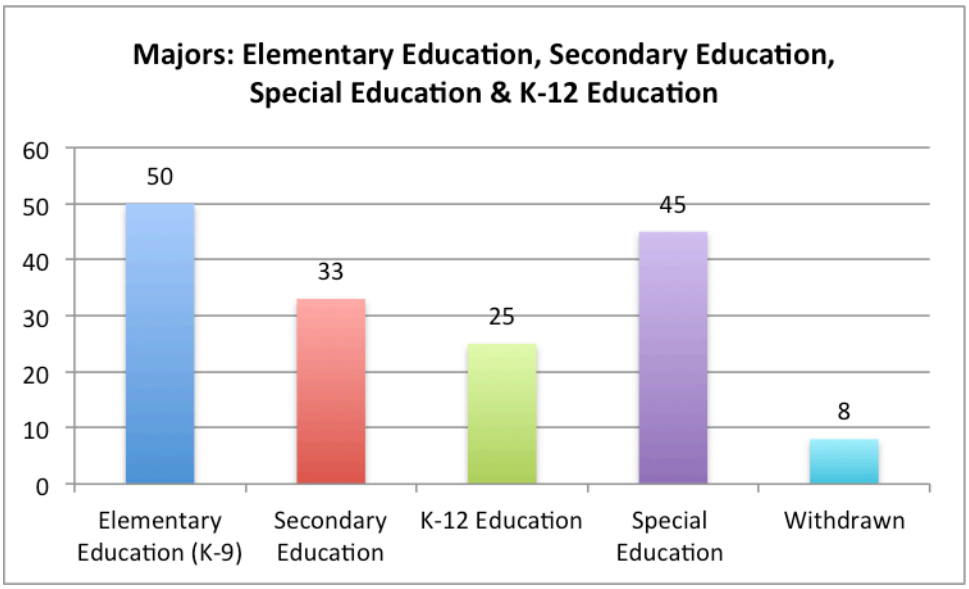

Figure 20. Frequency of Anticipated Certification for Historical Data (*N*=161)

Value of Information Received from ELL Module

Research question 1 asks, "How do the teacher education graduates and current teacher candidates perceive the value of the information they received from the ELL Module?" To answer this question, graduate survey respondents were asked to rank topics that were covered in the ELL Module using a scale of Very Important (5) to Unimportant (1). Table 3 shows the mean ratings given for each topic. The two topics rated as most important by graduates were *Recognize the difference between academic language and conversational language* and *Understand how to communicate through interpreters more effectively,* both with an average rating of 4.56. Three other topics were ranked above 4.3: *Explore online sensory, graphic, and interactive supports for differentiated learning* (M=4.44); *Identify differences as well as similarities among cultural groups* (M=4.44)*;* and *Identify solutions to student achievement that involve limited access to technology* (M=4.44). The remaining topics did still average at least 4.0, indicating they were seen as important by the graduates participating.

Current teacher candidates were also asked to rank the same topics but from the perspective of how they anticipated the topic would affect their future teaching experiences. The mean score of the top 10 responses out of 21 choices on the graduate survey was compared to the responses on the current student survey. Current teacher candidates ranked the same indicators but from the perspective of how they perceived the items would affect their future teaching experiences. Although the ranking was not identical, both groups had nine of the same statements in the top 10. In Table 3, the statements are ranked from the highest to lowest score by the graduate scores, but also indicate the mean score of the current student responses.

Participants were asked, in open-ended questions, if the videos and external weblinks (URLs) helped them learn the information presented in the ELL modules. Subjects representing both the graduates and current students shared how the material that was offered in video format helped in a variety of ways. The graduate group's top response was they were shown actual examples, which helped them to understand the material that was being presented in text format. A common description used was that it allowed them to "visualize working with ELL students." Current students also suggested they were able to "visualize the classroom setting better" and the "videos offered some possible instructional strategies that could be used in their future classroom."

Table 3

ELL Module Topic Ratings of Importance by Graduates and Current Students (N=77)

English Language Learner (ELL) Module Topics	**Graduates (*n*=9)**	**Current Students (*n*=68)**
	Mean Rating of Importance	
Recognize the difference between academic language and conversational language.	4.56	4.23
Understand how to communicate through interpreters more effectively.	4.56	4.18
Identify solutions to student achievement that involve limited access to technology.	4.44	4.21
Identify differences as well as similarities among cultural groups.	4.44	4.21
Explore online sensory, graphic, and interactive supports for differentiated learning.	4.44	4.21
Understand key terms regarding programs for ELLs.	4.33	4.13
Examine Speaking and Writing rubrics that represent the criteria associated with linguistic complexity, language control, and vocabulary usage.	4.33	4.21
Understand linguistic complexity and vocabulary usage.	4.33	4.23
Demonstrate understanding of sensory, graphic, and interactive supports for ELLs.	4.33	4.24
Realize the impact of taking a test in a foreign language.	4.22	4.32
Understand different Transitional Bilingual Education (TBE) programs for ELLs.	4.22	4.08
Recognize the importance of parents using home (native) language at home with their children.	4.22	4.26
Understand what it is like to have restricted language.	4.11	4.19
Access Illinois State Board of Education Laws regarding bilingual education.	4.11	4.11
Recognize the impact of religion with ELLs.	4.11	4.05
Understand different Transitional Program of Instruction (TPI) programs for ELLs.	4.11	4.1
Locate various certification opportunities for pre-service and in-service teachers in Illinois.	4.11	4.11
Understand basic components of the ACCESS test for ELLs.	4.0	4.15
Locate funding applications for ELLs in Illinois public schools.	4.0	4.06
Identify ELL demographics.	3.89	3.98
Locate information regarding the enrollment of ELLs in the US school system.	3.89	4.1

Note: Scale of 1-5 with 5 being most important.

Within the ELL Module, there were URLs that directed students to supplementary material expounding on laws, organizations, and classroom strategies. Graduates replied that the URLs gave them a deeper understanding of the material presented, more information on how to actually work with ELL students in the classroom, and access to supplemental information.

Current students replied the supplemental information was helpful, that the URLs could be accessed at a later time, and there was more information on how to work with ELL students in the classroom, more in-depth tips for working with ELL students in the classroom, and that the information gave them a better sense of reality about working with ELL students.

Practices and Knowledge Implemented in Classrooms

Research question 2 asked, "What practices and knowledge from the ELL Module do graduates of the education program report having implemented in their classrooms?" Participants were asked in open-ended questions how the ELL Module influenced decisions they made while working with ELL students. Although the survey response rate was low, the answers were quite clear. In the open-ended response, one teacher responded that s/he would have been clueless in the classroom if s/he had not taken the ELL modules prior to graduation. It also helped guide him/her through working with students who are learning how to speak English. Another respondent commented that s/he had an awareness of the cultural impact. Another comment indicated that learning how to use visuals when working with bilingual students was valuable.

Instructional Strategies of the Online Environment

Research question 3 asked, "What specific instructional strategies of the online environment worked well for learning the content of the ELL Module?" Graduates and current teacher candidates were asked questions pertaining to their online experience with the ELL module, with sub-questions asked that were dependent upon their previous answers.

Graduates and current students were asked what they liked about taking the ELL Module online. Respondents were able to choose more than one answer to indicate each item that pertained to their situation. The most common response chosen by graduates and current students

was the 24/7 availability of the ELL Module, with graduates having a 67% affirmative response and current students responding with an 88% response (Table 4).

Table 4

Frequency Distribution of Graduates and Current Students' Responses to "What they liked about the online experience" (N=69)

What they liked	**Graduates *n*=9**	**Current *n*=60**
	n/%	n/%
Taking it when I wanted, 24/7 availability.	6/67%	53/88%
Not having to attend a class.	4/44%	29/48%
Starting and stopping the ELL Module.	2/22%	33/55%
Links to explore on my own time.	3/33%	28/47%
Videos that helped explain the ELL Module material.	2/33%	24/40%

They were also asked, "What didn't you like about taking the ELL Module online?" The most common response was, "No complaint, I thought the ELL Module was helpful" (Table 5).

Table 5

Frequency Distribution of Graduates and Current Students' Responses to "What they didn't like about the online experience" (N=69)

What they didn't like	**Graduates *n*=9**	**Current *n*=60**
	n/%	n/%
I didn't understand why I had to take it.	2/22%	9/15%
It was hard to maneuver through the ELL Module.	2/22%	7/15%
The videos were too small.	0/0%	4/7%
There were too many links.	1/11%	4/7%
No complaint, I thought the ELL Module was helpful.	4/11%	41/68%

Impact of videos. Videos were an integral part of the ELL Modules, so participants were asked, "Did you view the videos that were provided in the ELL Module?" Current teacher candidates had a positive reply for 67%, while the graduates of the education program reported positively at 56% (Figure 21).

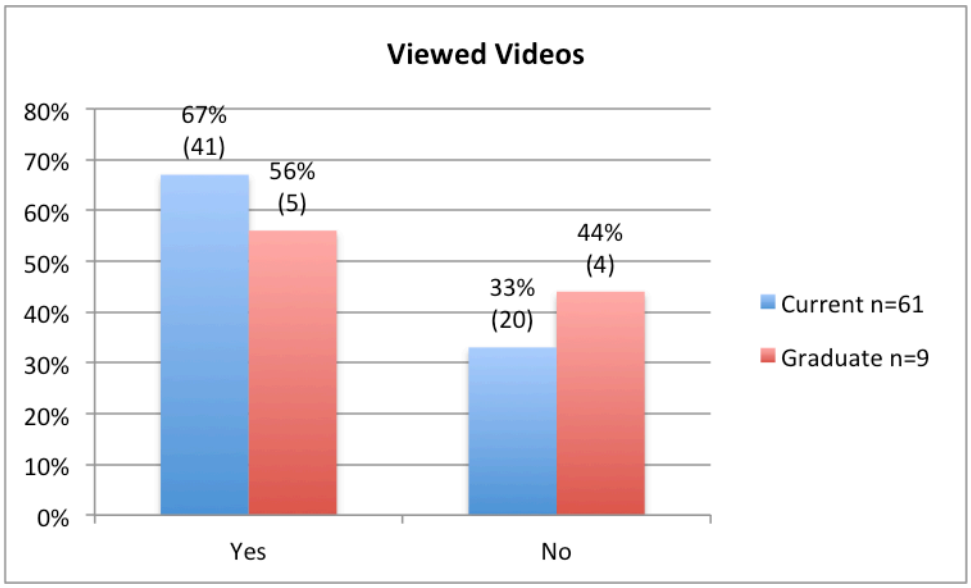

Figure 21. Frequency of Respondents Who Viewed Videos (*N*=70)

If graduates from the education program and current teacher candidates responded that they watched the videos, they were also asked, "Were the videos that were provided in the ELL Module helpful in understanding information about the material presented?" Thirty-nine (*n*=41) of the current teacher candidates replied that they were helpful and four (*n*=5) of the graduates of the education program agreed (Figure 22).

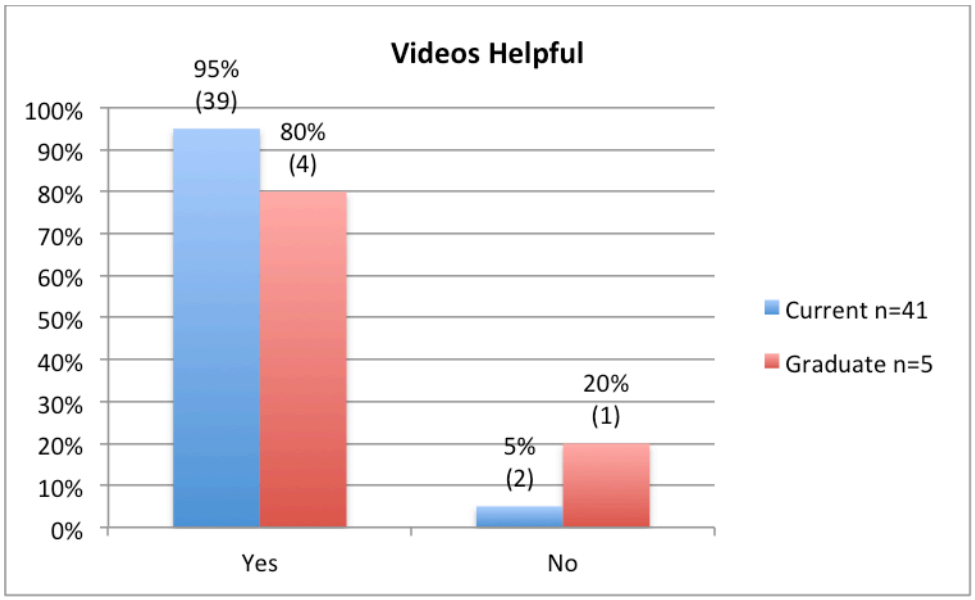

Figure 22. Frequency of Respondents Who Said the Videos were Helpful (*N*=46)

If a participant responded positively to the previous question, they were asked, "How were the videos helpful in understanding how to serve ELL students?" All responses were coded. Four codes were common in the graduates and current teacher candidates' open-ended responses (Table 6).

Table 6

Themes of How the Videos were Helpful (N=28)

	Graduates *n*=3	**Current Students *n*=25**
Visualization of concepts	1	2
Easier to understand material		4
Alternate way to absorb material	1	8
Introduced classroom examples and strategies	1	10

Participants who responded that they didn't watch the videos were asked to explain why they didn't watch the videos. Time constraint was reported by graduates as the common reason for not watching the videos, while current teacher candidates said either they didn't remember the videos or the videos weren't necessary to answer questions (Table 7).

Table 7

Themes of Why the Videos were Considered not Helpful (N=16)

	Graduates *n*=3	**Current *n*=13**
Don't remember videos	0	5
Didn't need them to answer the questions	0	4
Time constraint	2	3
Not mandatory	1	1

Participants who answered that the videos were not a helpful tool were asked to explain why the videos were not helpful in understanding how to serve ELL students. The graduate (*n*=1) and current teacher candidates (*n*=2) who responded said the videos had no impact on their learning.

Impact of web links (URLS). Graduates of the education program and current teacher candidates were asked, "Did you explore the web links (URLS) that were provided in the ELL Module?" 78% of the graduates (*n*=9) and 66% of the current teacher candidates (*n*=61) reported they had explored the URLS included in the ELL module (Figure 23).

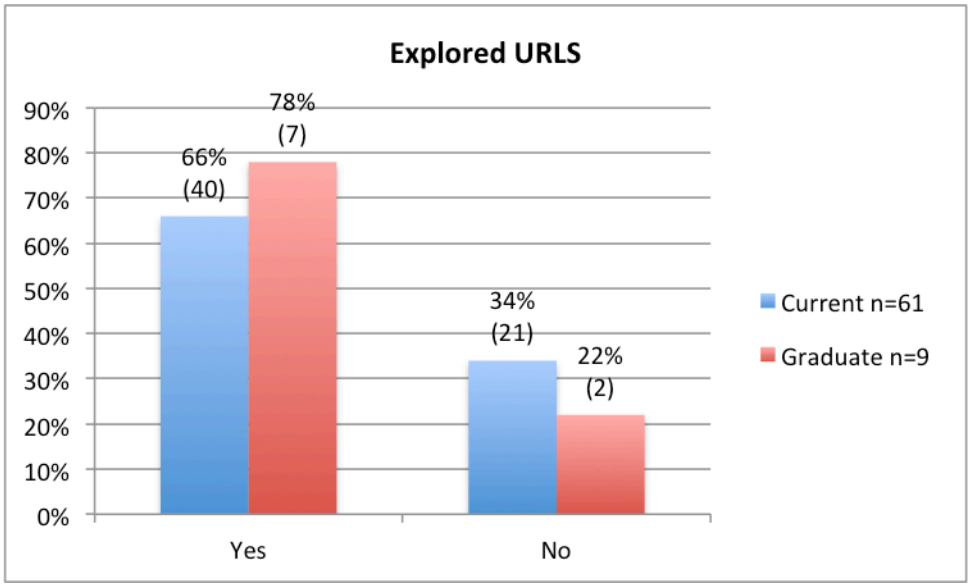

Figure 23. Frequency of Graduates and Current Students who Explored the URLs (*N*=70)

Graduates and current students who answered they had explored the URLs were also asked, "How were the web links (URLs) that were provided in the ELL Module helpful in understanding the material that was discussed?" The most common response with both groups was that they could access additional information and save the URLs to look at later (Table 8).

Table 8

Themes for Exploring URLs (N=34)

	Graduates (*n*=7)	**Current (*n*=27)**
Additional information/Save for later	4	14
Additional views	0	1
Helpful/explained module material	2	4
Reinforcement for specific content	1	8

The participants (*N*=18) who responded that they did not utilize the URLS were asked, "Why didn't you view the web links (URLs) that were provided?" Current students reported that a time constraint was the main reason that the URLs were not viewed (Table 9).

Table 9

Themes for why URLs were not Explored (N=18)

	Graduates (*n*=1)	**Current (*n*=17)**
Don't remember them	0	3
Time constraint	0	8
Not useful/important	0	2
Wasn't required	1	2
Another hoop to jump through	0	1
Knew enough	0	1

Online communication. All respondents to both surveys were also asked, "Would it have been helpful to have someone you could chat with or ask questions of while taking the ELL Module?" 78% of the graduates replied that they would have liked to have someone to chat with while taking the ELL module. Current students were almost split with their response, 48% would have liked to have someone to chat with, while 52% replied they didn't need anyone (Figure 24).

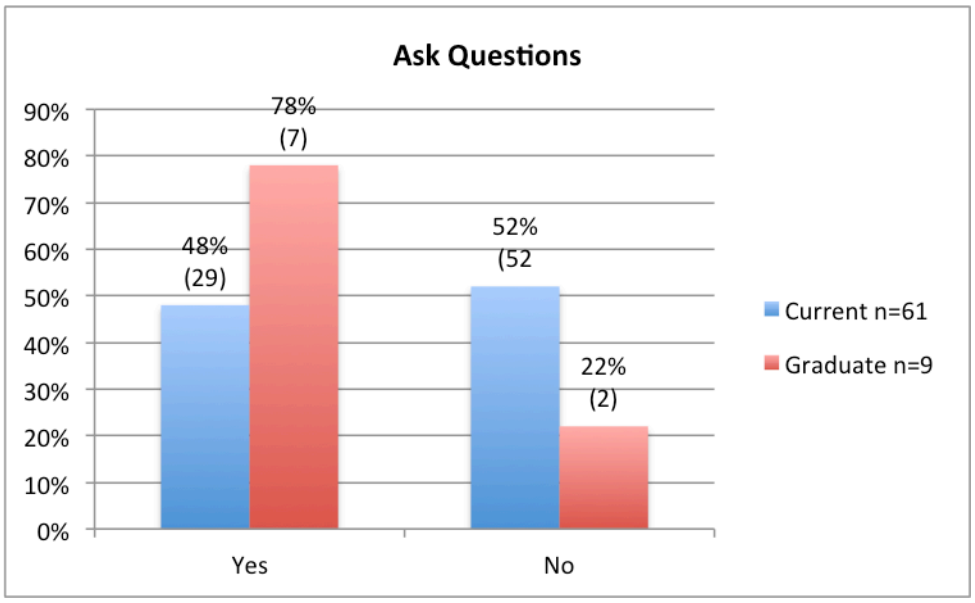

Figure 24. Frequency of Wanting to Ask Questions (*N*=70)

Respondents who answered they would have liked to have someone to chat with were asked to answer the question, "How would it have been helpful?" Graduates wanted someone to chat with to clarify information in the ELL Modules, and current teacher candidates expressed the desire to be able to discuss information learned in the ELL Module (Table 10).

Table 10

Themes for Purpose of a Chat Feature (N=19)

	Graduates (*n*=6)	**Current (*n*=13)**
Ask additional questions/clarify	4	1
Discuss information/interaction	2	12

Online versus paper method. Graduates and current students were asked, "Would you have preferred an assigned time to take the modules, using a paper method of assessment?" One graduate of the education department replied yes, and six current teacher candidates also replied "yes" (Figure 25).

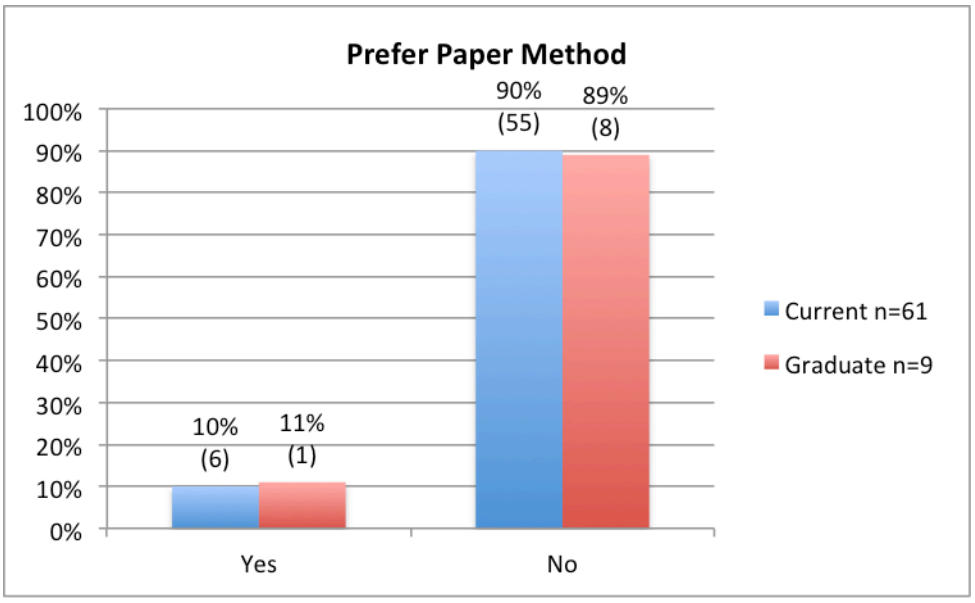

Figure 25. Frequency of respondents who would prefer a paper method (*N*=70)

Helpline response. Both groups were asked, "Did you need to contact anyone for help prior to or while taking the ELL Module?" Only one graduate reported needing help and 11 current teacher candidates replied yes. When those respondents were asked if they were answered in a prompt manner, 100% of the graduates and 91% of the current students responded affirmatively. These same individuals were also asked if it was evident whom to contact. 100% of the graduates reported it was evident, and 82% of the current students agreed (Figures 26, 27, and 28).

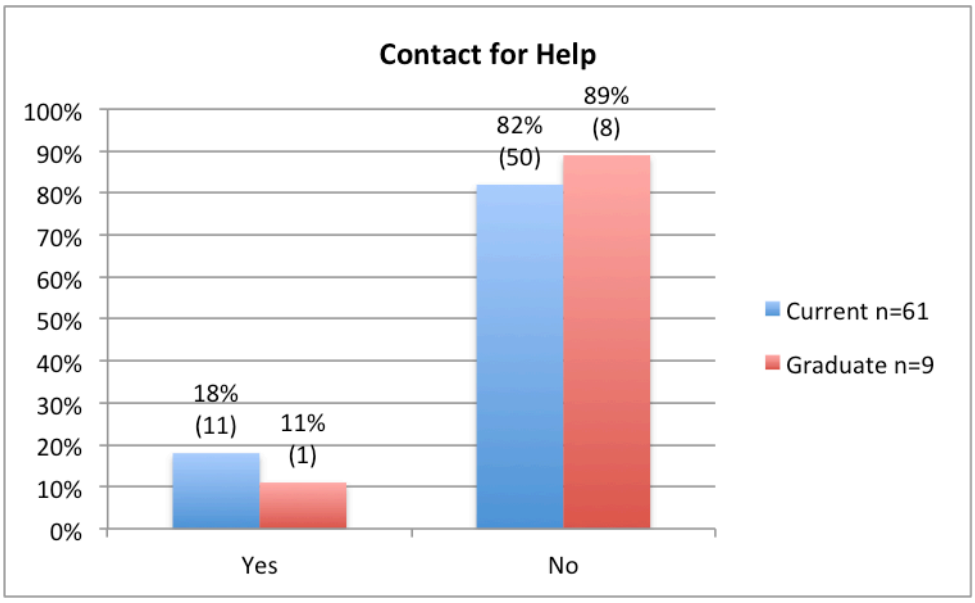

Figure 26. Frequency of Respondents who Contacted Someone for Module Help (*N*=70)

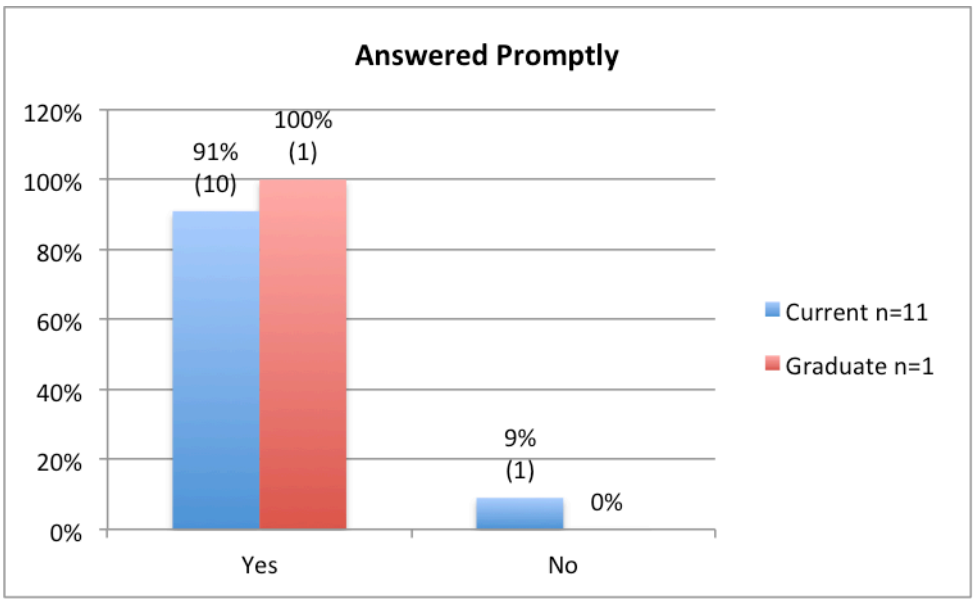

Figure 27. Frequency of Prompt Responses (*N*=12)

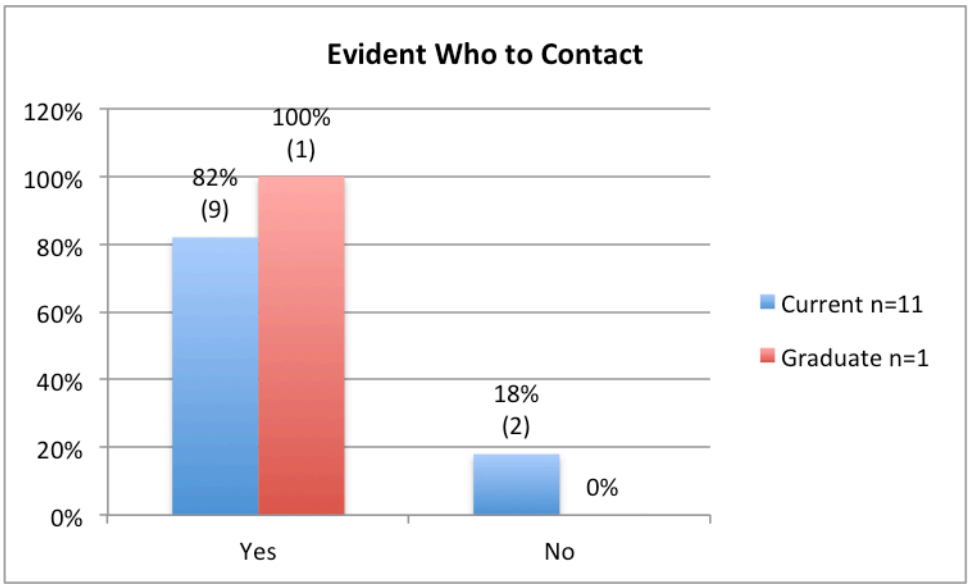

Figure 28. Frequency of Evidence of Whom to Contact (*N*=12)

To determine if survey respondents had any additional online experience, they were asked, "Have you ever taken any other assessments online?" The number one response in both groups was the sexual harassment test, which is required for any student employee at WIU. Other online experiences reported that were not a suggested choice were alcohol courses, mandated reporter training, Department of Children and Family Services (DCFS) training, and class quizzes (Figure 29).

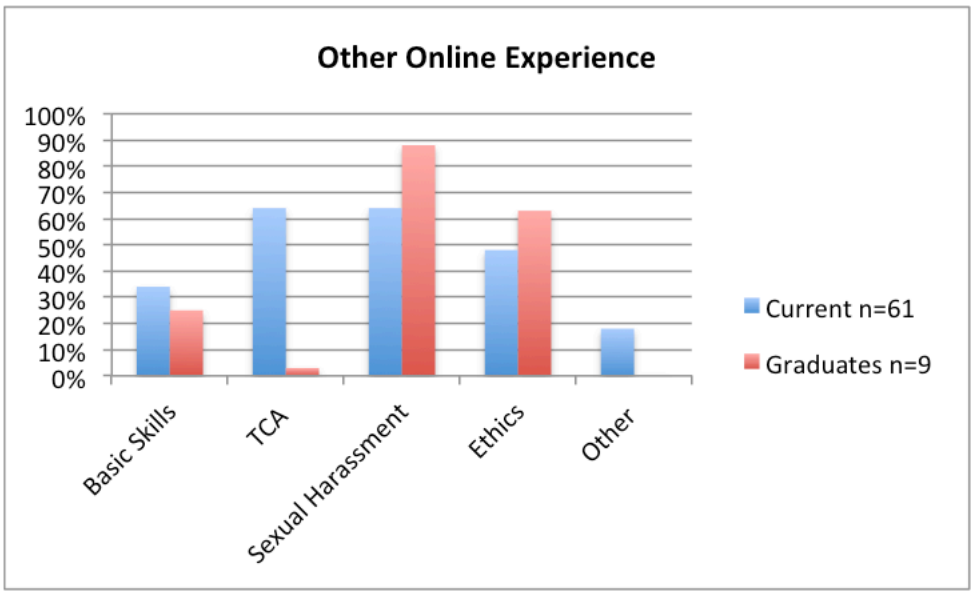

Figure 29. Frequency of Other Online Experiences (*N*=70)

To help determine the future of the ELL Module, the survey participants were asked, "Would it have been helpful if the ELL Module was taken in connection with a specific class as part of the coursework?" A high percentage of graduates (78%) and current teacher candidates (72%) believed it would be beneficial to have utilized the ELL Module in connection with a course (Figure 30).

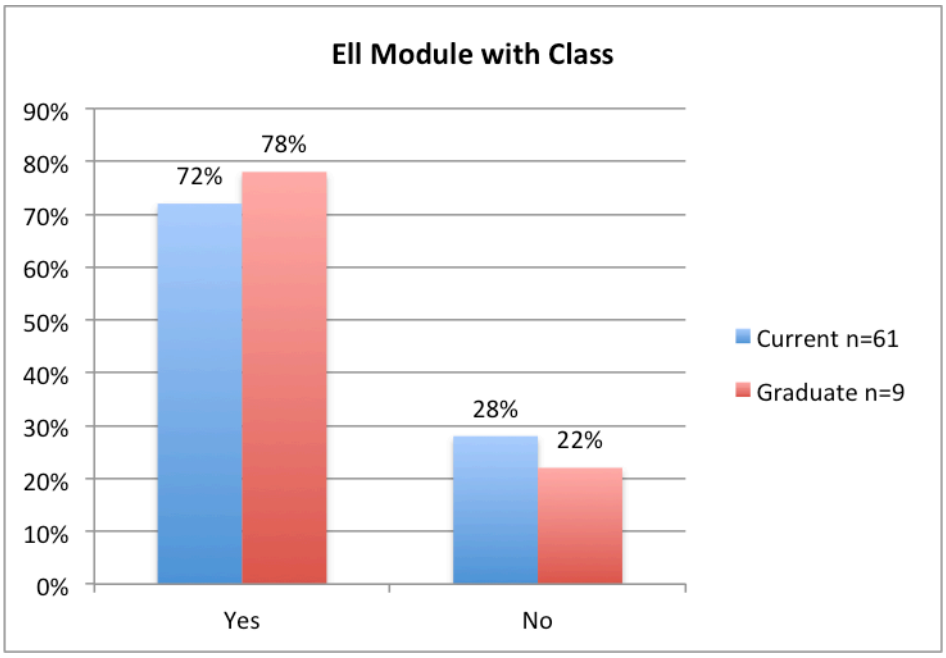

Figure 30. Frequency of Taking the ELL Module with a Class (*N*=70)

Teacher Education Faculty and Advisors and ELL Module Effectiveness

Research question 4 asked, "What do teacher education faculty and advisors think about the effectiveness of the ELL Module for providing the knowledge and skills needed for implementing effective teaching strategies?"

First of all, it was necessary to determine if the faculty and advisors believe teacher candidates needed to have ELL knowledge. All twenty-eight of the faculty who completed the survey agreed that it is important for teacher candidates to have basic ELL knowledge prior to graduation. Twenty-four (86%) were aware that teacher candidates were required to take the ELL modules prior to student teaching (Figure 30). 12 (43%) had actually reviewed the modules (Figure 32).

Faculty and advisors were asked, "Does the ELL Module provide sufficient information for our teacher candidates to serve ELL students?" Five (18%) said "yes"; nine (32%) said "no," and 14 (50%) indicated they had never viewed the ELL Module (Figure 33). Another question

asked was, "Do you think the online method of presenting the ELL material is satisfactory?" 18 (18%) responded yes, while nine (33%) responded "no" (Figure 34).

Faculty were also asked "Would it be worthwhile for the ELL Modules to be taken in connection with a specific class as part of the student's coursework?" 23 (85%) said "yes", and four (15%) responded "no" (Figure 35).

Courses suggested for incorporating the ELL Module were EIS 201: Educational Psychology – Human Growth and Development, five (22%); EIS 302 Multicultural and Social Foundations of Education, eight (35%); SPED 250, two (9%); a new ELL course, seven (30%); and one (4%) suggested an early childhood course with special education components (Figure 36).

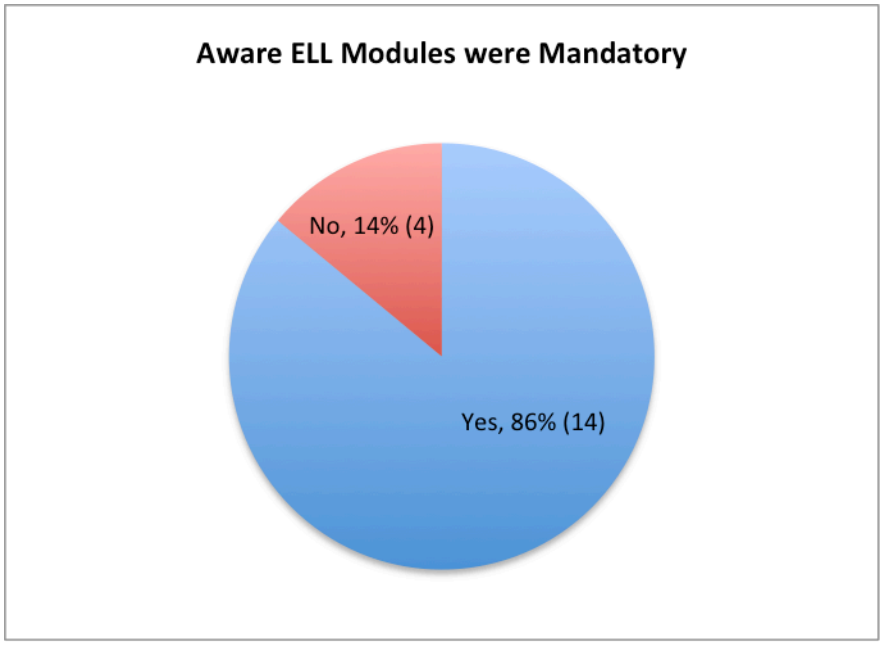

Figure 31. Frequency of Faculty/Advisors who were Aware the ELL Module was Mandatory (*N*=28)

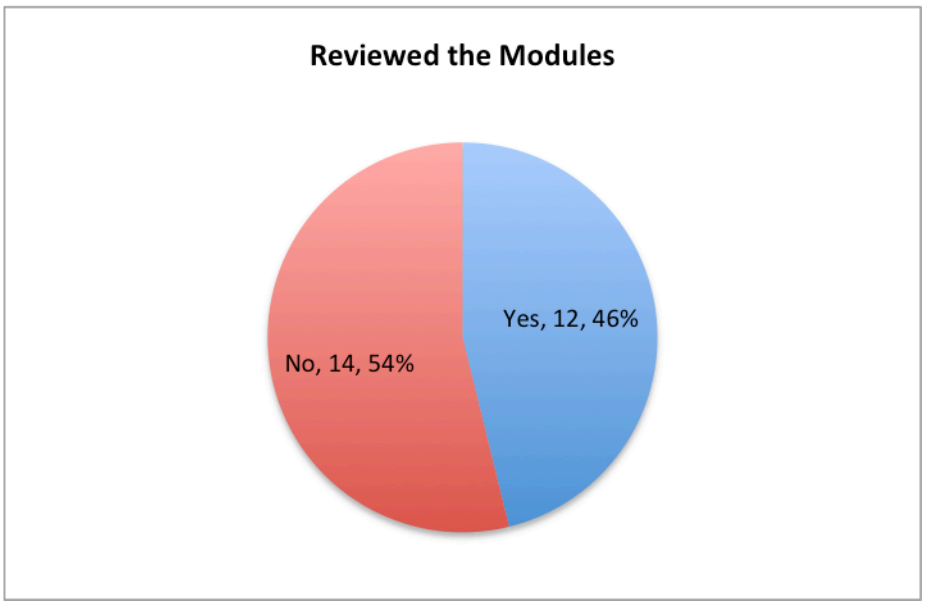

Figure 32. Frequency of Faculty/Advisors who Reviewed the ELL Modules (*N*=28)

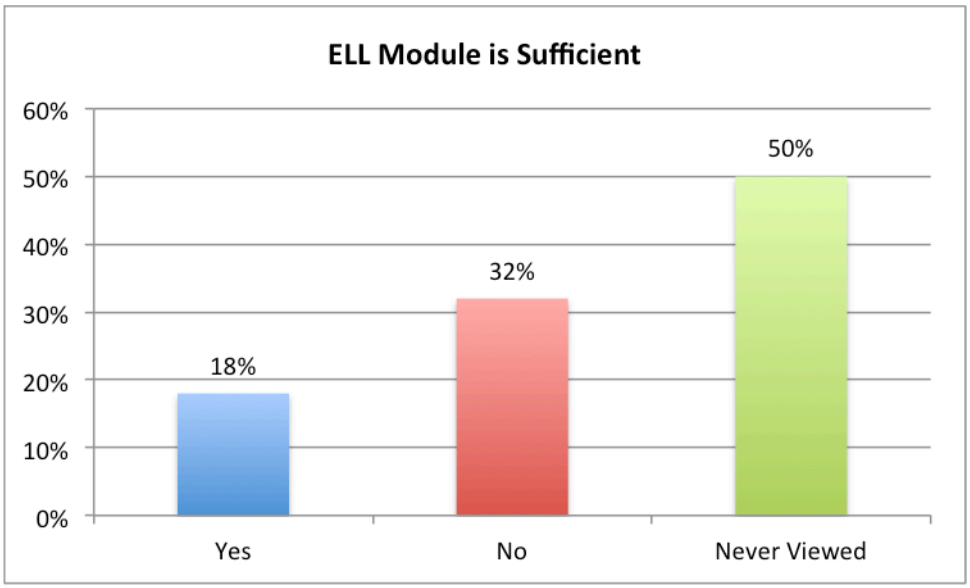

Figure 33. Frequency of Faculty/Advisors who Believe the ELL Module Contains Sufficient Information (*N*=28)

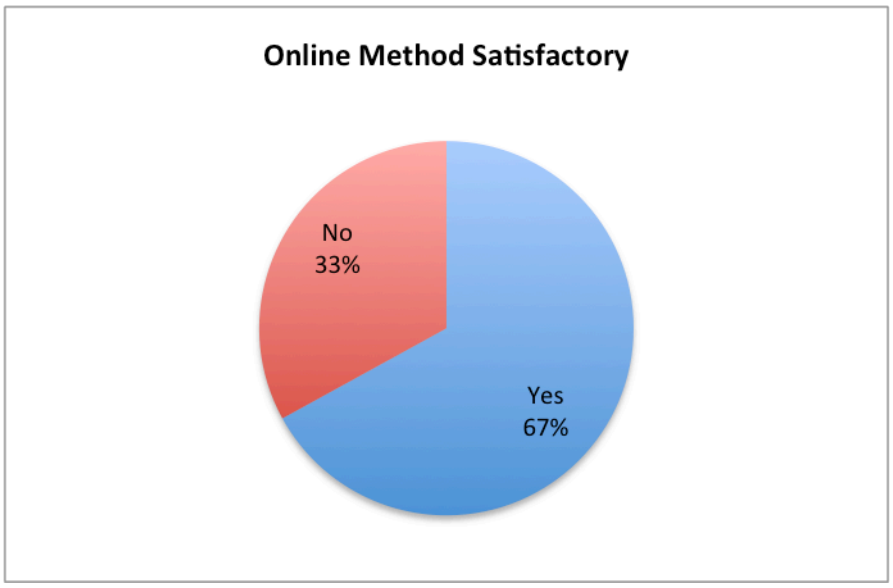

Figure 34. Frequency of Faculty/Advisors Believe the Online Method is Satisfactory (*N*=27)

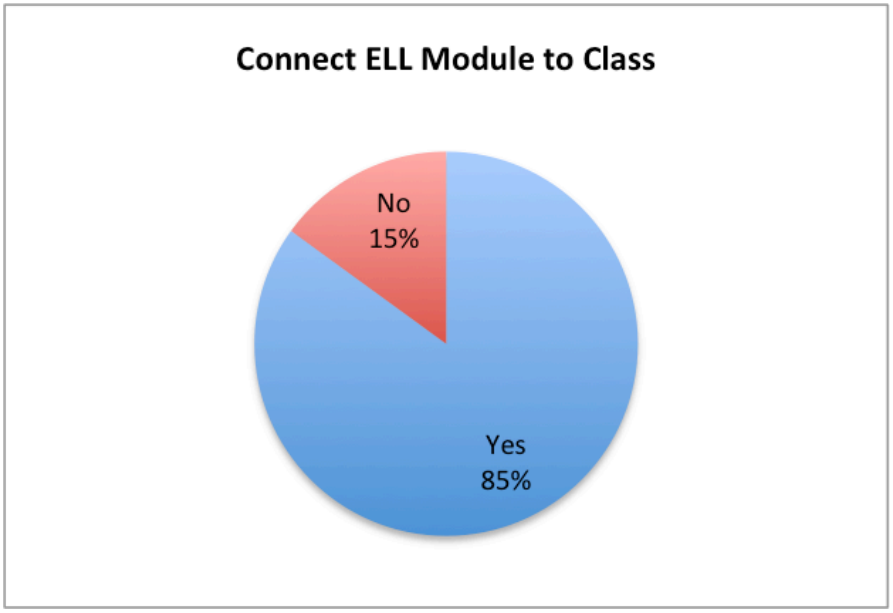

Figure 35. Frequency of Faculty/Advisors Who Would like to Associate the ELL Module with a Class (*N*=27)

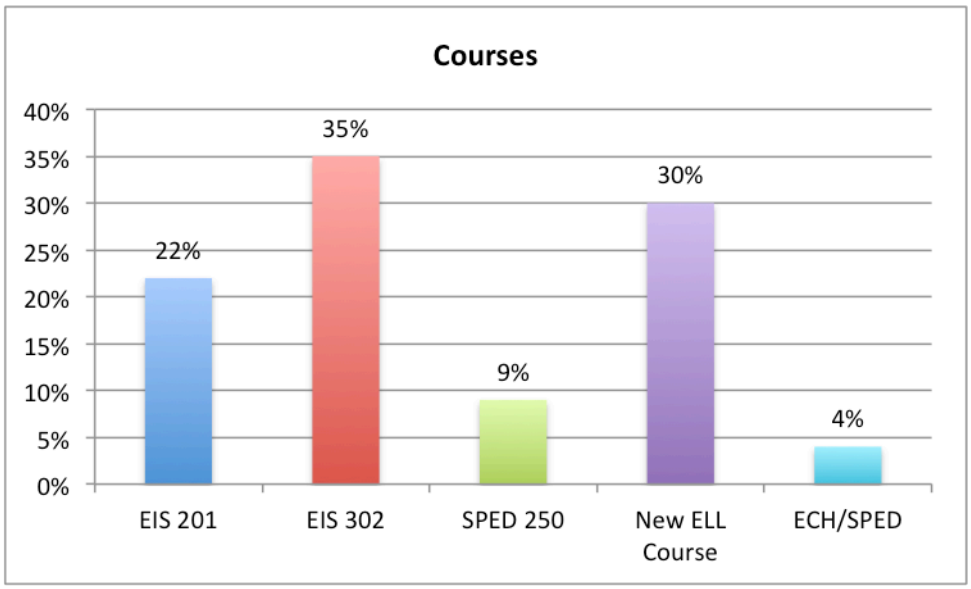

Figure 36. Frequency of Courses Suggested for Inclusion of the ELL Module (*N*=27)

Historical CMS Data

Research question 5 asked, "What are the amounts of time on task for each lesson, completion time of the complete ELL Module, and number of attempts used to pass each assessment and how does it influence the ELL Module?" Historical data from the Content Management System (CMS) were collected and analyzed. Data were accessed through the CMS system and archived material. Data included date started and date completed, total time spent in module, total time spent on each lesson's assessment, and number of times it took to pass each assessment. Other historical data were printed copies of student records that indicated the student's major and sex, the year the ELL Module was taken and passed, how long students were in the ELL Module, and how many attempts were taken to pass each assessment. This historical data spanned from 2010 to 2013 and included 161 subjects across that time span.

Information was recorded for these 161 subjects who participated in the ELL Modules between Fall of 2010 and Spring 2013.Various categorical variables were collected: however, some were not used to assess for differences. For example, the particular campus for which the

student was enrolled at the time of assessment was captured though no analysis was performed since the program is 100% online and is the same no matter on which campus the student is enrolled. Information about which session of the ELL module the students were enrolled in was also captured, but the program remained the same over the six different sessions, so no detailed analysis was done by session.

Gender differences and differences by major were analyzed. A detailed analysis was conducted of time spent in the lessons and time spent in the assessment for students who passed the assessment on the first attempt. For those students who needed more than one attempt to pass the assessments, the time recorded was not cumulative so analysis was not possible.

Average Time Spent in the ELL Module Lessons

Total time for all students (N=161) who took the ELL Module averaged 82 minutes with a range of 13 to 528 minutes. There were some extreme values resulting in a standard deviation of 76 minutes. The median time spent was 61 minutes. Of the 5 lessons, the average time ranged from 12 minutes to 23 minutes. Again, there were extreme values that produced high levels of dispersion as seen in the standard deviations. Median times for each lesson provide a more accurate representation of time needed by the students. Lessons 1: Linguistic, Legal, and Academic Considerations for English Language Learners and Lesson 2: Understand the Illinois English Language Proficiency Standards, focused on legal issues and laws for ELLs and understanding the EL standards took, on average, the most time to complete. Lessons 4: Programmatic Considerations of English Learners in Illinois and Lesson 5: Special Considerations for English Language Learners, which focused on the English Language program and special consideration ELLs took, on average, the least amount of time.

Table 11

Time Spent in ELL Module and Lessons (N=161)

Lesson Focus	Average Time	Range	Median Time	*SD*
Lesson 1: Linguistic, Legal, and Academic Considerations for English Language Learners	19 min	193 min	11 min	24 min
Lesson 2: Understand the Illinois English Language Proficiency Standards	23 min	130 min	16 min	24 min
Lesson 3: Identification and Assessment of English Learners in Illinois	16 min	164 min	9 min	21 min
Lesson 4: Programmatic Considerations of English Learners in Illinois	13 min	117 min	7 min	18 min
Lesson 5: Special Considerations for English Language Learners	12 min	95 min	7 min	24 min
Total Module	82 min	515 min	61 min	76 min

Comparisons of Lesson Times Based on Completion Attempts

Students were grouped according to whether they were successful with completing a lesson on the first attempt or not. A t-test analysis was done on total time spent in the ELL Module and time in each lesson. Table 12 below shows the comparison of time spent on lessons as well as the average time spent in completing the assessment component for those who were successful with the first attempt.

Table 12

Comparison of Mean Lesson Time for Students Who Were Successful on One Attempt and Multiple Attempts, and Mean Assessment Time for Students Who Were Successful on One Attempt (N=161)

	One Attempt			One Attempt		Multiple Attempts		
Lesson 1: Linguistics and Academic Consideration for English Language Learners	***n***	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	***SD***	***n***	**Mean Lesson Time**	***SD***
	142	20	24	2.5	1.2	19	11	8
		t-test Value	3.056	**ELL Module Time:**				
		Probability	.003	*M*=86 (*SD*=79)				
	One Attempt			**One Attempt**		**Multiple Attempts**		
Lesson 2: Understanding the Illinois English Language Proficiency Standards	***n***	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	***SD***	***n***	**Mean Lesson Time**	***SD***
	58	22	23	7.15	13.03	103	24	24
		t-test Value	.552	**ELL Module Time:**				
		Probability	.582	*M*=85 (*SD*=72)				
	One Attempt			**One Attempt**		**Multiple Attempts**		
Lesson 3: Identification and Assessment of English Learners in Illinois	***n***	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	***SD***	***n***	**Mean Lesson Time**	***SD***
	73	17	19	2.01	1.09	88	16	23
		t-test Value	.196	**ELL Module Time:**				
		Probability	.845	*M*=88 (*SD*=81)				
	One Attempt			**One Attempt**		**Multiple Attempts**		
Lesson 4: Programmatic Considerations of English Learners in Illinois	***n***	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	***SD***	***n***	**Mean Lesson Time**	***SD***
	120	14	20	1.52	3.03	41	10	8
		t-test Value	1.972	**ELL Module Time:**				
		Probability	.050	*M*=86 (*SD*=84)				
	One Attempt			**One Attempt**		**Multiple Attempts**		
Lesson 5: Special Considerations for English Language Learners	***n***	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	***SD***	***n***	**Mean Lesson Time**	***SD***
	79	14	16	1.00	.67	82	9	10
		t-test Value	2.529	**ELL Module Time:**				
		Probability	.013	*M*=100 (*SD*=87)				

The average and median time spent on four of the five lessons consistently showed that for those who had assessment success on their first attempt, more time was spent in the lesson. Only lesson 2 on state standards for English learners showed a few more minutes spent on the lesson for non-initial assessment success, though this difference was not statistically significant (t=.552, p=.582). Three of the other lessons had significant differences in time spent on the

lessons based on whether the student was successful in the lesson's assessment on first attempt. Lesson1 focused on linguistics and academic considerations with students who passed the assessment on the first attempt (n=142) averaging 20 minutes in the lesson, while students (n=19) who needed multiple attempts averaging 11 minutes. The t-test analysis shows a significant difference (t=3.056, p=.003) in the amount of time spent in Lesson 1 based on success with the lesson assessment.

Lesson 4 on programmatic considerations also showed a significant difference (t=1.972, p=.050) in time spent between students who were successful on the first attempt (n=58, M=22 minutes) and the students who required multiple attempts (n=103, M=24 minutes). Lesson 5 focused on special considerations for English Language Learners and also showed a significant difference in time for the two groups (t=2.529, p=.013).

Lesson 3 involved learning how to identify and assess English language learners and showed only a one minute difference in time spent on the lesson. Though not statistically significant, the first attempt success students were the ones who spent more time on the lesson. This lesson was also the one which took the first attempt success students considerably longer to complete the assessment (M=7.15 minutes). The other four lessons' assessments were each completed in less than three minutes.

Analysis of Time Spent in ELL Module and Lessons by Sex of Student

An independent-samples t-test was conducted to compare total amount of time spent in the ELL Module (five lessons) for males (n=43) and females (n=118). There was not a significant difference in the overall time spent in the module based on sex (t(159) =.265, p=.655). Though not statistically significant, the females spent on average six minutes more than the males (Females: M=84 minutes, SD=79 minutes; Males: M=78 minutes, SD=70 minutes), and

both groups showed a high within-group variation. These results show that sex does not have a significant effect on time spent in the total Module (Table 13).

Table 13

Comparison of Mean Module Time for Males and Females (N=161)

Total Time Spent in ELL Module by Sex						
	Males (*n*=43)		**Females (*n*-118)**		***SD*=159**	
	Mean	***SD***	**Mean**	***SD***	**t-test Value**	**Probability**
Module Time	78	70	84	79	.265	.655
Lesson 1	16	19	20	24	.839	.403
Lesson 2	20	19	24	25	.777	.439
Lesson 3	16	27	16	19	.039	.969
Lesson 4	13	18	14	18	.328	.743
Lesson 5	10	12	12	14	.857	.393

An independent-samples t-test was conducted to compare total amount of time spent in the Lesson 1-5 for males (*n*=43) and females (*n*=118). There was not a significant difference in the overall time spent in any of the lessons based on sex. Though not statistically significant, the females spent on average 4 minutes more than the males for Lessons 1 and 2, but they spent on average the same amount of time on Lessons 3, 4, and 5 (Table 13).

Total Time in Each Lesson and Assessments For Students Who Were Successful on First Attempt for Males and Females

An independent-samples t-test was conducted on the total time spent in each lesson and each assessment for students who passed the assessments with one attempt and compared by sex.

Total time in lesson 1 and assessment 1. An independent-samples t-test was conducted to compare amount of time spent in Lesson 1 and Assessment 1 for males (*n*=35) and females (*n*=107) who were successful on the first attempt to pass the assessment. There was not a significant difference in the overall time spent in the lesson based on sex, nor was there a significant difference in the overall time spent in the assessment based on sex (Table 14).

Table 14

Lesson 1 Comparison of Mean Lesson Time and Mean Assessment Time for Students Who Were Successful on One Attempt (N=142)

Lesson 1: Linguistics and Academic Consideration for English Language Learners										
	Males					**Females**				
	n	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	***SD***	***n***	**Mean Lesson Time**	**SD**	**Mean Assessment Time**	***SD***
Success with first attempt	35	18	21	2.3	1.2	107	20	25	2.6	3.1
		t-test Value	5.15	**t-test Value**	0.618					
		Probability	0.607	**Probability**	0.537					

Total time in lesson 2 and assessment 2. An independent-samples t-test was conducted to compare amount of time spent in Lesson 2 and Assessment 2 for males (*n*=14) and females (*n*=43) who were successful on the first attempt to pass the assessment. There was not a significant difference in the overall time spent in the lesson based on sex, nor was there a significant difference in the overall time spent in the assessment based on sex (Table 15).

Table 15

Lesson 2 Comparison of Mean Lesson Time and Mean Assessment Time for Students Who Were Successful on One Attempt (N=142)

Lesson 2: Understanding the Illinois English Language Proficiency Standards										
	Males					**Females**				
	n	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	***SD***	***n***	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	***SD***
Success with first attempt	14	22	21	11.9	22	43	22	24	5.6	8
		t-test Value	0.01	**t-test Value**	1.051					
		Probability	0.992	**Probability**	0.311					

Total time in lesson 3 and assessment 3. An independent-samples t-test was conducted to compare total amount of time spent in Lesson 3 and Assessment 3 for males (n=14) and

females (n=58) who were successful on the first attempt to pass the assessment. There was a significant difference in the overall time spent in the lesson based on sex. Females spent, on average, eight more minutes on Lesson 3 than did the males who passed Lesson 3 assessment with one attempt. These results show that sex does have a significant effect on time spent in Lesson 3 in regards to being successful on the first attempt, although there was not a significant difference in time spent on Assessment 3 (Table 16).

Table 16

Lesson 3 Comparison of Mean Lesson Time and Mean Assessment Time for Students Who Were Successful on One Attempt (N=142)

Lesson 3: Identification and Assessment of English Learners in Illinois										
	Males					**Females**				
	n	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	**SD**	***n***	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	***SD***
Success with first attempt	14	10	8	1.8	0.98	58	18	21	2.1	1.1
		t-test Value	2.478	**t-test Value**	.672					
		Probability	0.016	**Probability**	0.504					

Total time in lesson 4 for students who were successful on assessment 4 on first attempt. An independent-samples t-test was conducted to compare total amount of time spent in Lesson 4 and Assessment 4 for males (*n*=31) and females (*n*=89) who were successful on the first attempt to pass the assessment. There was not a significant difference in the overall time spent in the lesson based on sex, nor was there a significant difference in the overall time spent in the assessment based on sex (Table 17).

Table 17

Lesson 4 Comparison of Mean Lesson Time and Mean Assessment Time for Students Who Were Successful on One Attempt (N=142)

Lesson 4: Programmatic Considerations of English Learners in Illinois										
	Males					**Females**				
	n	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	***SD***	***n***	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	***SD***
Success with first attempt	31	13	21	1.1	0.6	89	15	20	1.7	3.5
		t-test Value	0.375	**t-test Value**	0.860					
		Probability	0.749	**Probability**	0.391					

Total time in lesson 5 for students who were successful on assessment 5 on first attempt. An independent-samples t-test was conducted to compare total amount of time spent in Lesson 5 and Assessment 5 for males (*n*=23) and females (*n*=56) who were successful on the first attempt to pass the assessment. There was a significant difference in the overall time spent in the module based on sex. Females spent, on average, eight more minutes on Lesson 5 than did the males who passed Lesson 5 assessment with one attempt. These results show that sex does have a significant effect on time spent in Lesson 5 in regards to being successful on the first attempt, although there was not a significant difference in time spent on the assessment 5 (Table 18).

Table 18

Lesson 5 Comparison of Mean Lesson Time and Mean Assessment Time for Students Who Were Successful on One Attempt (N=142)

Lesson 5: Special Considerations for English Language Learners										
	Males					**Females**				
	n	**Mean Lesson Time**	***SD***	**Mean Assessment Time**	***SD***	***n***	**Mean Lesson Time**	**SD**	**Mean Assessment Time**	***SD***
Success with first attempt	23	9	8	1	0.7	56	17	18	1	0.6
		t-test Value	2.478	**t-test Value**	.254					
		Probability	0.015	**Probability**	0.800					

Analysis of Time Spent in ELL Module Compared by Majors

There were 15 majors reported on the current student and graduates surveys; therefore, for a better analysis, they were collapsed into four major groups: Elementary Education, Secondary Education, Special Education, and K-12 Education. A one-way between subjects ANOVA was conducted to compare the amount of time spent in each of the five lessons in the ELL Module by the four major groups.

Total time for completing the ELL Module compared by major. There was a significant difference in time spent on the complete ELL Module by the four major groups at the $p<.05$, level for the three conditions [$F(3,149)=3.211$, $p= .025$]. Post hoc comparison using the Games-Howell test indicated that the mean score for the Elementary Education group ($M=100.42$, $SD=102.89$) was significantly different from the Special Education group ($M=53.52$, $SD=31.42$). However, the Secondary Education group ($M=97.04$, $SD=95.58$) and K-12 Education group ($M=85.35$, $SD=82.02$) did not significantly differ from the other two groups. Taken together, these results suggest that Elementary Education majors spent more time reviewing the complete ELL Module than the Special Education majors. However, it should be noted that there was no

significant difference between the Secondary Education, Special Education, and K-12 Education groups, or between the Elementary Education, Secondary Education, and K-12 Education groups.

Total time in lesson 1 compared by major. There was a significant difference in time spent on the Lesson 1 by the four major groups at the $p<.05$, level for the three conditions [$F(3,149)=3.0101$, $p=.032$]. Post hoc comparison using the Games-Howell test indicated that the mean score for the Elementary Education group ($M=24.17$, $SD=25$) was significantly different from the Special Education group ($M=10.82$, $SD=7.7$). However, the Secondary Education group ($M=22.57$, $SD=33.63$) and K-12 Education group ($M=18.43$, $SD=17.98$) did not significantly differ from the other two groups. Taken together, these results suggest that Elementary Education majors spent more time reviewing Lesson 1 than the Special Education majors. However, it should be noted that there was no significant difference between the Secondary Education, Special Education, and K-12 Education groups, or between the Elementary Education, Secondary Education and K-12 Education groups.

Total time in lesson 2 compared by major. There was no significant difference in time spent on the Lesson 2 by the four major groups at the $p<.05$, level for the three conditions [$F(3,149)=3.0101$, $p=.096$]. Post hoc comparison using the Games-Howell test indicated that the mean score for the Elementary Education group ($M=26.04$, $SD=25.92$), Special Education group ($M=16.24$, $SD=12.81$), Secondary Education group ($M=26.28$, $SD=26.41$), and the K-12 Education group ($M=28.74$, $SD=29.84$) was not significantly different. Although not statistically significant, Special Education majors spent at least 10 minutes less reviewing Lesson 2, while the other three groups spent similar amounts of time reviewing the material.

Total time in lesson 3 compared by major. There was a significant difference in time spent on the Lesson 3 by the four major groups at the $p<.05$, level for the three conditions

[$F(3,149)=3.010$, $p=.025$]. Post hoc comparison using the Games-Howell test indicated that the mean score for the Elementary Education group ($M=22.05$, $SD=29.04$) was significantly different from the Special Education group ($M=8.76$, $SD=6.79$). However, the Secondary Education group ($M=18.92$, $SD=23.29$) and K-12 Education group ($M=16.80$, $SD=18.03$) did not significantly differ from the other two groups. Taken together, these results suggest that Elementary Education majors spent more time reviewing Lesson 3 than the Special Education majors. However, it should be noted that there was no significant difference between the Secondary Education, Special Education, and K-12 Education groups, or between the Elementary Education, Secondary Education, and K-12 Education groups.

Total time in lesson 4 compared by major. There was a significant difference in time spent on the Lesson 4 by the four major groups at the $p<.05$, level for the three conditions [$F(3,149)=2.883$, $p=.038$]. Post hoc comparison using the Games-Howell test indicated that the mean score for the Elementary Education group ($M=17.83$, $SD=23.23$) was significantly different from the Special Education group ($M=7.24$, $SD=6.84$). However, the Secondary Education group ($M=13.47$, $SD=16.9$) and K-12 Education group ($M=15.38$, $SD=20.77$) did not significantly differ from the other two groups. Taken together, these results suggest that Elementary Education majors spent more time reviewing Lesson 4 than the Special Education majors. However, it should be noted that there was no significant difference between the Secondary Education, Special Education and K-12 Education groups, or between the Elementary Education, Secondary Education, and K-12 Education groups.

Total time in lesson 5 compared by major. There was a significant difference in time spent on the Lesson 4 by the four major groups at the $p<.05$, level for the three conditions [$F(3,149)=2.725$, $p=.046$]. Post hoc comparison using the Games-Howell test indicated that the

mean score for the Elementary Education group (*M*=15.11, *SD*=16.40) was significantly different from the Special Education group (*M*=7.36, *SD*=6.97. However the Secondary Education group (*M*=13.48, *SD*=17.34) and K-12 Education group (*M*=11.83, *SD*=13.95) did not significantly differ from the other two groups. Taken together, these results suggest that Elementary Education majors spent more time reviewing Lesson 5 than the Special Education majors. However, it should be noted that there was no significant difference between the Secondary Education, Special Education, and K-12 Education groups, or between the Elementary Education, Secondary Education, and K-12 Education groups.

Time spent in assessment 1 for students successful with first attempt compared by majors. There was no significant difference in time spent on Assessment 1 by the four major groups at the p<.05, level for the three conditions [*F*(3,71)=590, *p*=.624]. Post hoc comparison using the Games-Howell test indicated that the mean score for the Elementary Education group (*M*=2.39, *SD*=1.78), Special Education group (*M*=1.68, *SD*=.83), Secondary Education group (*M*=2.5, *SD*=3.65), and the K-12 Education group (*M*=1.9, *SD*=1.14) was not significantly different. Therefore, it can be concluded that the four groups spent similar amounts of time to be successful in Assessment 1 with one attempt.

Time spent in assessment 2 for students successful with first attempt compared by majors. There was no significant difference in time spent on Assessment 2 by the four major groups at the *p*<.05, level for the three conditions [*F*(3,50)=.433, *p*=.730]. Post hoc comparison using the Games-Howell test indicated that the mean score for the Elementary Education group (*M*=4.62, *SD*=1.92), Special Education group (*M*=8.9, *SD*=12.83), Secondary Education group (*M*=9.35, *SD*=21.32), and the K-12 Education group (*M*=5.55, *SD*=5.67) was not significantly

different. Therefore, it can be concluded that the four groups spent similar amounts of time to be successful in Assessment 2 with one attempt.

Time spent in assessment 3 for students successful with first attempt compared by majors. There was no significant difference in time spent on Assessment 3 by the four major groups at the p<.05, level for the three conditions [$F(3,66)=1.7336$, p=.168]. Post hoc comparison using the Games-Howell test indicated that the mean score for the Elementary Education group (M=1.62, SD=.73), Special Education group (M=2.3, SD=1.11), Secondary Education group (M=1.8, SD=.63), and the K-12 Education group (M=2.12, SD=1.6) was not significantly different. Therefore, it can be concluded that the four groups spent similar amounts of time to be successful in Assessment 3 with one attempt.

Time spent in assessment 4 for students successful with first attempt compared by majors. There was no significant difference in time spent on Assessment 4 by the four major groups at the p<.05, level for the three conditions [$F(3,111)=.809$, p=.492]. Post hoc comparison using the Games-Howell test indicated that the mean score for the Elementary Education group (M=2.15, SD=5.21), Special Education group (M=1.45, SD=1.28), Secondary Education group (M=1.10, SD=.53), and the K-12 Education group (M=1.10, SD=.60) was not significantly different. Therefore, it can be concluded that the four groups spent similar amounts of time to be successful in Assessment 4 with one attempt.

Time spent in assessment 5 for students successful with first attempt compared by majors. There was no significant difference in time spent on Assessment 5 by the four major groups at the p<.05, level for the three conditions [$F(3,71)=.556$, p=.646]. Post hoc comparison using the Games-Howell test indicated that the mean score for the Elementary Education group (M=1.14, SD=.82), Special Education group (M=.90, SD=.51), Secondary Education group

(*M*=.94, *SD*=.41), and the K-12 Education group (*M*=.94, *SD*=.85) was not significantly different. Therefore, it can be concluded that the four groups spent similar amounts of time to be successful in Assessment 5 with one attempt.

Key Findings

Investigation of the survey and historical data confirmed eight key findings. The findings will help in guiding changes and improvements to the ELL Module. The key findings were:

6. Finding 1: The indication from the current students and graduates is the topics discussed in the ELL Module were all worthwhile for help in their current or future classrooms, with mean scores ranging from *M*=3.89 to *M*=4.56.
7. Finding 2. The results of this study determined that students watched the provided videos and reported they were helpful in learning the ELL module material.
8. Finding 3. In general, it seems that students explored web-based materials provided in the ELL modules and found them helpful for future reference.
9. Finding 4. The results of this research support the idea that graduates and current students agreed the number one thing they liked about taking the ELL modules online was the 24/7 availability.
10. Finding 5. The findings of this study suggest that Faculty/Advisors believed it would be worthwhile for the ELL modules to be provided in connection with a current traditional course.
11. Finding 6. There was a significant difference in the amount of time spent in Lesson 1, 4 and 5 and the ability to pass each assessment on first attempt.
12. Finding 7. There was a significant difference in the amount of time spent on Lesson 3 and Lesson 5 and being successful on the first assessment attempt according to sex.

13. Finding 8. Historical data suggests that Special Education majors spend less time reviewing the ELL Module material than Elementary Education, Secondary Education, and K-12 Education majors, although this did not affect the amount of time spent in the assessment in relation to being successful on the first attempt.

Chapter 5: Discussion

Educators daily encounter students who have academic and cultural challenges. The cultural challenges often include ELL students who speak little or no English. Information teachers and teacher candidates receive about interacting with and teaching ELLs is vital for successful ELL student achievement. Teachers are at the heart of their students' achievement and are ultimately responsible for educating ELLs (Szecsi & Giambo, 2004). **Preservice teachers need to understand they are responsible for their own learning**. They need to take the time and make the effort to learn the material needed to guide them in their future classrooms.

Universities and colleges are accountable for preparing future teachers or educating current teachers who work with ELLs. Deciding how to provide this information, whether online, face-to-face or a blended approach is vital to the success of how the teachers interact with and educate the ELLs in their classroom. A common dilemma teacher education programs face is incorporating additional information, such as ELL material, into the existing course schedule. Western Illinois University has implemented an online learning module and assessment to provide current and essential ELL information to teacher candidates. WIU chose to create the English Language Learner online module so students could access the material and take the assessment when their schedules allowed.

The ELL module has been required for four years; therefore, it was time to determine the effectiveness of its online features and ELL content. The purpose of this study is to evaluate Western Illinois University's program for teacher development focusing on the ELL Module. Determining the effectiveness involved considering the instructional strategies used in the online module; determining if students are actually accessing the material offered; considering whether the content was meaningful to the past and present students, and asking if it met the necessary

qualifications to prepare teacher candidates for having ELL students in the classroom.

The ELL Module consists of five lessons covering a number of topics pertaining to the education of ELLs. The lessons covered are listed below.

- Lesson 1: Linguistics and Academic Consideration for English Language Learners
- Lesson 2: Understanding the Illinois English Language Proficiency Standards
- Lesson 3: Identification and Assessment of English Learners in Illinois
- Lesson 4: Programmatic Considerations of English Learners in Illinois
- Lesson 5: Special Considerations for English Language Learners.

At a local level, this study was significant because its results will help faculty and administration at WIU recognize the importance of adding information to the current online ELL module required for pre-service teachers. It will also help the developers of the ELL course understand if the online design has met the needs of the teacher candidates. Because the demographics of the study include students who have graduated from WIU over the past four years and who are currently teaching, results may determine a need for additional professional development for educators who are currently teaching ELLs but who do not have their bilingual certification (Cummins, 2001; Goldenberg, 2010; Hansen-Thomas, 2008; O'Hara & Pritchard, 2008).

It is relevant to acknowledge that the College of Education and Human Services at Western Illinois Univeristy was proactive in requiring the ELL Modules. At the time of this research only two states, California and Florida, require an ELL course. Illinois does not require specific ELL content for preservice teachers, although there are recommendations that are encouraged. It is also necessary to note that the Illinois State Board of Education (ISBE) has

begun conversations about specific requirements for preservice teachers, but it is still the university's responsibility to decide the content and method.

Conceptual Framework

Two conceptual areas of the literature were reviewed to support this study (Figure 37). First, the required content for preparing teachers to work with ELLs was described. Studies that have assessed content and effectiveness of these programs were reviewed and presented. Since

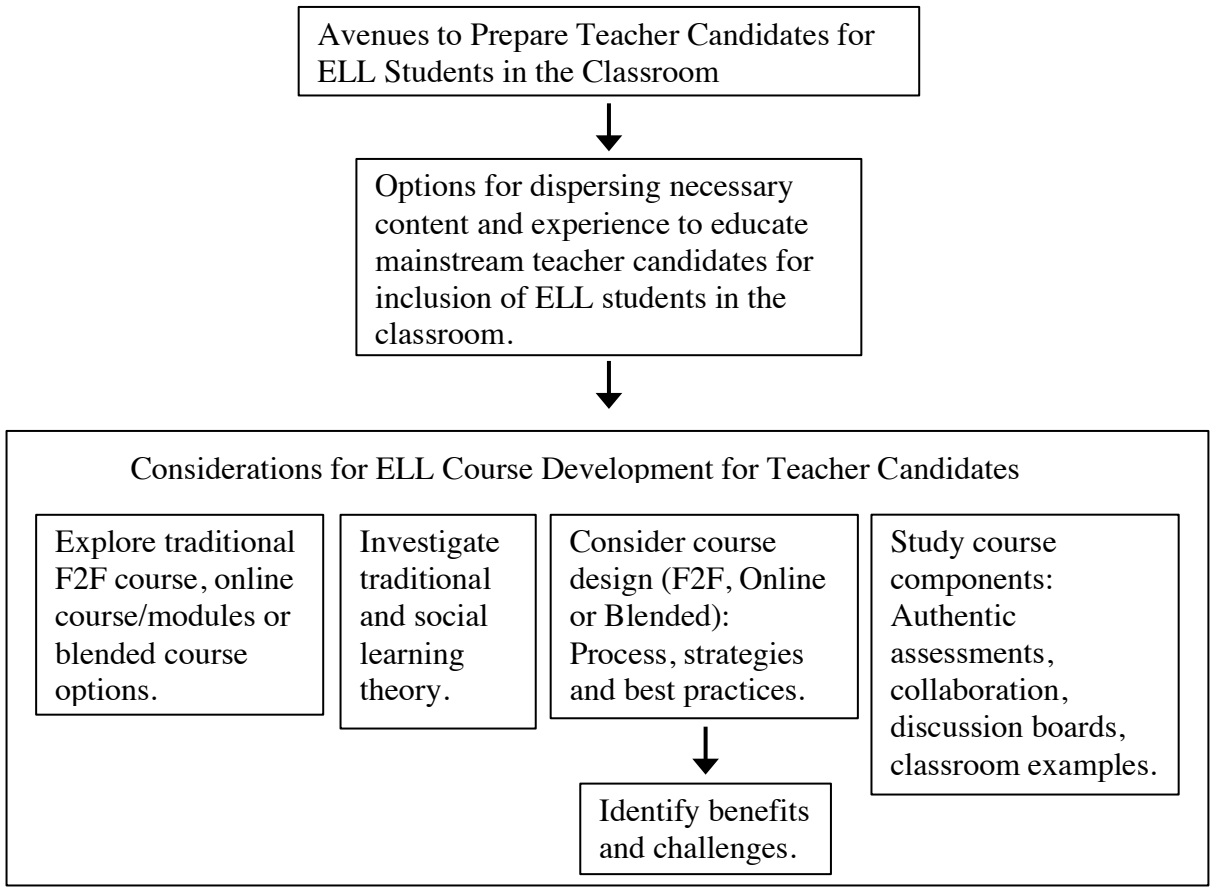

Figure 37: Conceptual Framework of WIU's ELL Online Module

this study focuses on assessing the teachers who have participated in online courses preparing them for ELL students in their classroom, the second major conceptual foundation for this research focused on online strategies and design processes for developing online learning modules. When developing an online learning environment, all aspects of the learner, the

environment, and the course material must be considered. Instructional designers must look at both traditional and online methods prior to the development of a module or course. Traditional learning theories, such as behaviorism, should not immediately be disregarded in favor of more contemporary social-constructionist theories. In the behavioral paradigm, a number of characteristics are present: learning is passive, there is a correct answer, external rewards are used, knowledge comes from remembering, "transfer of training" requires "common elements" in problems, and teachers direct the learning process (Skinner, 1971). Conversely, in the cognitive paradigm, other characteristics are present: learning is active, students explore response patterns and make choices, there is an intrinsic reward to learning, knowledge comes from acquiring information, understanding is a matter of creating new patterns, and students direct their own learning. Combining learning theories is more important than having one preferred perspective. Behaviorism has its role by using positive reinforcement and repetition to teach material, while cognitive learning theory contributes by addressing multiple senses, using various methods to present the material, and encouraging the use of prior knowledge. Especially important, social learning theory stresses encouraging group interaction and personal feedback (Bandura, 1971; Cross, 1981; Knowles, 1984; Vygotsky, 1978). According to Bandura, there are three core concepts of social learning theory. The first concept is that people can learn through observation, followed by the idea that internal mental states are vitally important in this process and, finally, understanding that simply because something has been learned does not mean that learning will result in a change in behavior (Bandura, 1971, 1977).

Another area to consider would be the Information Processing Model. Cognitive psychologists assume that behavior is the result of information processing, therefore making a comparison between the mind and a computer (the computer is representative of the mind). The

reason this is useful is because minds and computers have a number of similarities: inputs, outputs, memory, and a limited capacity for how much information can be processed at one time. The computer's behavior is limited by what information it receives and how it has been programmed to handle that information, while a human's behavior is determined by (a) information obtainable in their environment (b) how they have learned to process information (c) the capacity for information processing inherent to the types of brains people have (Anderson, 1996).

Methods

To evaluate the ELL Module, a program evaluation design capturing both quantitative and qualitative data was used. Data was gathered via online surveys from all past and present stakeholders in the program (Appendices A, B, and C). The stakeholders included students who had taken the ELL Module, both graduates and current students of the education program; faculty and advisors of students in the education program; and chairpersons of departments who teach education classes. The surveys included multiple-choice questions that measured demographics and basic information about participants' teaching situations; Likert scale items assessed knowledge gained from the ELL Module; and open-ended questions gathered information concerning additions or changes that could be made to the program.

A number of statistical methods were used to analyze the survey data, including the measures of central tendency, dispersion, and analysis of variance (ANOVA). The measures of central tendency and dispersion are valuable analyses for comparing groups (Vogt, 2007). To analyze specific differences by groups, both the T-Test and ANOVA were conducted. Descriptive responses of the responding participants were reported and graphically displayed. Open-ended item responses were read, coded and categorized. Themes and trends were

summarized and reported. To ensure reliability of interpretation, an additional COEHS colleague was asked to review the coded data and validate the identified themes of these questions. The survey sample was 225 graduates of the Western Illinois University education program with 9 graduates responding; 287 current education students with 68 students responding; and 87 faculty, advisors, chairpersons with 28 responding. Historical data from 161 subjects also contributed data for the research.

The research questions were:

- ELL Module Graduates and Current ELL Module Pre-service Teacher Students
    1. How do the teacher education graduates and current teacher candidates perceive the value of the information they received from the ELL Module?
    2. What practices and knowledge from the ELL Module do they report having implemented in their classrooms?
    3. What specific instructional strategies of the online environment worked well for learning the content of the ELL Module?
- Teacher Education Faculty and Advisors
    4. What do teacher education faculty and advisors think about the effectiveness of the ELL Module for providing the knowledge and skills needed for implementing effective teaching strategies?
- Online Instructional Strategy Use
    5. How do the following items influence the ELL Module:
        a. Amounts of time on task for each lesson?
        b. Completion time of the complete ELL Module?
        c. Number of attempts used to pass each assessment?

Four survey instruments were implemented. Three online surveys were developed, one for the graduates of the education program, one for the current students of the education program, and one for the faculty/advisor group of education students. The surveys collected demographics, information about the ELL Module and evidence about online learning. The fourth survey analyzed historical data that had been collected via the Content Management System.

Conclusions Based on Key Findings

There were eight key findings in this study:

- Finding 1: The indication from the current students and graduates is the topics discussed in the ELL Module were all worthwhile for help in their current or future classrooms.
- Finding 2. The results of this study determined that students watched the provided videos and reported they were helpful in learning the ELL module material.
- Finding 3. In general, students explored web-based materials provided in the ELL modules and found them helpful for future reference.
- Finding 4. The results of this research support the idea that graduates and current students agreed the number one thing they liked about taking the ELL modules online was the 24/7 availability.
- Finding 5. The findings of this study suggest that Faculty/Advisors believed it would be worthwhile for the ELL modules to be provided in connection with a current traditional course.
- Finding 6. There was a significant difference in the amount of time spent in Lesson 1, 4 and 5 and the ability to pass each assessment on the first attempt.

- Finding 7. There was a significant difference in the amount of time spent on Lesson 3 and Lesson 5, and receiving a 100% passing score on each assessment on the first attempt by sex.
- Finding 8. Historical data suggests that Special Education majors spend less time examining the ELL Module material than Elementary Education, Secondary Education, and K-12 Education majors, although this did not affect the amount of time spent in the assessment in relation to receiving a 100% passing score on the first attempt.

Conclusion #1. Research showed that the English Language Learner Module was considered generally effective but could use some program improvement. As Kirkpatrick states in his four levels of evaluations that after the first three levels, reaction, learning, and behavior have been evaluated it is important to consider the fourth level, results (Kirkpatrick, 1994). At this level, the final results of the training were analyzed. By analyzing the ELL Module, suggestions have been made on future implementation and added components to the module.

Conclusion #2. Program improvement included the need for some instructional changes. Changes that are recommended are: add strategy implementation videos, actively promoting the ELL Module information that is currently available on the College of Education and Human Service's website or make it available through the university's Content Management System, integrate the ELL module in a required course offering for all preservice teachers or make it a transcripted course, and encourage students who take the ELL Module to spend sufficient time evaluating the material.

Conclusion #3. There was agreement among graduates and current students that the topics discussed in the ELL Module were all worthwhile for help in their current or

future classrooms. Graduates of the program ranked the 21 topics listed from the ELL Module from the perspective of having had classroom experience and the current students were in general agreement of the value of the same topics.

Language and Communication skills are topics recognized in this research as necessary information for teacher candidates to have prior to graduation. Complimentary areas that are important for future teachers are to understand linguistic complexity and vocabulary usage; understand what it is like to have restricted language; understand how to communicate through interpreters effectively; recognize the difference between academic language and conversational language; recognize the importance of parents using home (native) language at home with their children; and examine Speaking and Writing rubrics that represent the criteria associated with linguistic complexity, language control, and vocabulary usage.

When working with English Language Learners it is necessary to understand cultural differences and similarities of students in the classroom. Teacher candidates need to be able to identify differences as well as similarities among cultural groups, as well as recognize the impact of religion with ELLs. This conclusion supports that teachers need the training and experience to serve linguistically and culturally diverse learners. Pertinent training for teachers and pre-service teachers can provide educators with the necessary knowledge and skills effectively and positively to teach ELL students (Karabenick & Noda, 2004).

Student Achievement is another area that teacher candidates need to understand prior to working with their students. Therefore, they need to be able to identify solutions to student achievement that involve limited access to technology, as well as explore online sensory, graphic, and interactive supports for differentiated learning. Another important detail is to realize the impact of taking a test in a foreign language.

ELL terminology, laws, and programs are necessary for teachers to be familiar with when working with ELL students. This also includes understanding key terms regarding programs for ELLs, such as the Transitional Bilingual Education (TBE) program and Transitional Program of Instruction (TPI). They need to understand the basic components of the ACCESS test for ELLs and also be able to locate funding application and enrollment information for the ELLs in the Illinois public schools. Along the same lines, having the knowledge to access the Illinois State Board of Education Laws regarding bilingual education is also beneficial. In 2008, approximately 50% of the national ELL population lived in rural areas, due to new jobs in meatpacking, poultry processing, and construction (Field, 2008). Because WIU is located in a rural area, this emphasizes the conclusion that our students need to have the knowledge to help the ELLs in their classrooms.

Finally, it is necessary for teacher candidates to understand ELL certification and how to locate various certification opportunities for pre-service and in-service teachers in Illinois. Knowing the steps it takes to have an ELL endorsement is helpful to educators as more ELL students are entering the classroom.

Although the aforementioned topics were deemed helpful, graduates of the program also suggested adding other topics to the ELL Module, topics such as: a) How to speak to ELLs in a way that would be clearer to the student, b) How to use effective questioning strategies, c) How to incorporate specific accommodations for ELL students who are not learning at the "average" pace, and d) How to implement successful behavior accommodations for ELLs. Current students also had some suggestions for strengthening the ELL Modules that included: a) Providing information on differentiated learning methods for ELLs, b) Incorporating technology and multiple forms of presenting information so that all learners can have the same ideas taught to

them in a variety of ways, and c) Emphasizing the cultures that are predominant within the state of Illinois. Some of these topics could be added to the ELL Module, while others would lend themselves to discussion either online or face-to-face. Another option would be to add more strategy-specific videos to the online module.

Conclusion #4. The use of video within the ELL module was valuable to graduates and current students. 67% (n= 41) of the current students watched the videos provided in the ELL modules and 95% (n=39) who watched the videos reported they were helpful. 56% (n=5) of the graduates of the program reported they viewed the videos, and 80% (n=4) stated they were helpful in demonstrating how to serve ELL students. Of the students who chose not to view the videos, the number one reason was time constraint. This conclusion supports the research conducted by Kumar (2012) which indicated that 60% (*N*=26) of the students surveyed in his study used videos in their educational experience.

There are already many video viewing opportunities in the ELL Module. It is evident that the majority of the students not only viewed them, but also found them helpful. Videos are not only versatile, but are also easily accessible to students, which allows for the opportunity to keep content material up-to-date and expand the information. Continuing to offer videos in the ELL Modules, but also expanding the offerings, would allow for providing students a wider range of information that can make the material come to life. As one student stated, "The videos allowed for an alternative way to take in the information. If everything was written in text, I may not have understood everything or glazed over the information." Another student shared, "I was able to see how ELL students are depicted in the classrooms and ways that teachers can help." Although the videos were considered a valuable portion of the ELL Modules, one student said, "The videos were OK, but this shouldn't be an online course. The number of ELL students is rising

and it isn't appropriate to rely on an online course to provide instruction in something so vital to the success of students!" This concern was also raised by faculty and will be discussed in Conclusion #7.

Conclusion #5. Both graduates and current students considered web-based resources important. 78% of the graduates (N=9) and 66% of the current teacher candidates (N=61) reported they had explored the web resources. The majority of the respondents shared they appreciated the additional information and saved the URLS for future reference. Time constraint was again listed as the number one reason for not exploring the additional web resources.

Knowing that the students might need the web resources and other materials listed in the ELL Module at a later date, the decision was made two years ago to place all the material on a public website, minus the assessment the students take. Although 71% (n=20) of the faculty who responded to the survey said they knew the information was located on the website, it is not clear that the students were aware they have access to this website. It is recommended that the website be shared with all faculty who teach the education students and make it more visible to the students while still attending WIU.

Graduates reported that the additional web resources were helpful in, (a) Providing additional information that helped in understanding the ELL module, (b) Offering detailed information that could be explored on the student's own time and at their own pace and, (c) Understanding the ELL concepts that were discussed more thoroughly. One student did share, "The web links were good but the information was too much and so I may have skimmed through some if it."

From the current students' perspective, the additional web resources were helpful in (a)

Previewing situations perspective teachers might come across when teaching in their own classroom, (b) Gathering additional information in an easy format to access, and (c) Providing additional resources for teacher candidates to access later when they are student teaching or managing their own classrooms. Other students reported that they saved the URLs for future reference to access at a later date.

Conclusion #6. Round the clock availability of online courses must be provided to today's students. Graduates and current students indicated that having the ELL module available 24/7 during the time of their subscription was the number one online instructional strategy. Along those same lines, they appreciated not having to attend class at a specific time and being able to start and stop the modules during their learning process.

The anytime-anywhere availability of the ELL Module is important to consider when determining if the module should remain as an online course only, be incorporated into a current class offering, or be added to a new face-to-face course.

Conclusion #7. Faculty continues to value face-to-face opportunities for direct interaction with students. 85% of the faculty responding to the survey indicated it would be worthwhile for the ELL Module to be taken in connection with a specific class as part of a student's coursework. The majority also believed that the content of the ELL Module was not sufficient in providing ELL information to the teacher candidates.

To further determine whether the ELL module should be incorporated into a course, whether it be a current or new course, it is also necessary to consider the student response. 72% of the current students and 78% of the graduates who responded to the survey indicated that it would have been helpful if the ELL Module had been incorporated into a course. Additionally, providing the ELL Module as a transcripted course will allow WIU students the opportunity to

offer evidence of the ELL material they received during their undergraduate coursework. This does support other research that has been completed on the value of blended courses in education (Albrecht, 2006; Arbaugh, 2005; Rossett, Douglis, & Frazee, 2003).

The ELL Module is considered a good introduction to English Language Learner material, such as the academic language and cultural differences. However, it is evident that the ELL Module currently does not provide the opportunity for students to ask questions, respond to scenarios, or participate in field experiences concerning ELLs. It was suggested that the content and specific strategies be integrated through the education program during methods courses and other applicable foundation courses. Another suggestion was to add a sixth lesson that specifically covered appropriate strategies to use with ELL students. Adding the ELL Module to an existing course, creating an additional one-hour or three-hour course, or even requiring all education students to participate in the entire endorsement sequence, were suggestions provided by the faculty and advisors. No matter what the final decision the College of Education and Human services makes, the result will be a stronger, more complete focus on the ELL material the WIU teacher candidates require.

Conclusion #8. Focus of lesson content impacted the amount of time student's needed to spend in the lesson. There was a significant difference in the amount of time spent in Lesson 1: Linguistic, Legal, and Academic Considerations for English Language Learners; Lesson 4: Programmatic Considerations of English Learners in Illinois; and Lesson 5: Special Considerations for English Language Learners and the ability to pass each assessment on the first attempt. The additional time students spent in Lessons 1, 4, and 5 indicates either the complexity of the lessons or lack of clarity of the material.

In Lesson 1 students must (a) identify ELL demographics, (b) locate information regarding home language, (c) recognize difference between academic language and conversational language, (d) experience a standardized test in Japanese and (e) recognize the importance of parents using home language at home with their children. Students who passed Lesson 1 with one attempt spent, on average, 8 more minutes exploring Lesson 1 than students who needed multiple attempts to be successful.

In Lesson 4 students must a) self assess their understanding of key terms regarding programs for ELLs, (b) understand different TBE programs for ELLs, (c) understand different TPI programs for ELLs, (d) access funding applications for ELLs in Illinois' public schools, and (e) locate various certification opportunities for pre-service and in-service teachers in Illinois. Students who passed Lesson 4 with one attempt spent, on average, 4 more minutes exploring Lesson 1 than students who needed multiple attempts to be successful.

In Lesson 5 students must (a) locate information regarding the enrollment of ELLs in the U.S. school system, (b) identify differences as well as similarities among culture groups, (c) recognize the impact of religion with ELLs, (d) communicate through interpreters more effectively, and (e) identify solutions to student achievement that involve limited access to technology. Students who passed Lesson 5 with one attempt spent, on average, 5 more minutes exploring Lesson 5 than students who needed multiple attempts to be successful. Therefore, the results indicate if students take the time to review the material carefully they are able to successfully complete the assessment on one attempt.

The fact that students spent more time in these modules supports the idea that all teachers working with ELLs should have a strong understanding of oral language development, academic language, cultural diversity and inclusivity (Samson & Collins, 2012). It also aligns with the

results of Lo, Goswami, and Inoue's (2009) mixed methods research that indicated the more ELL-related courses the participants took, the more prepared they believed they were to teach ELL students, or in this case, the more time spent in the modules, the better prepared they were. Survey responses also support this conclusion with one teacher responding s/he would have been clueless in the classroom if s/he had not taken the ELL Module prior to graduation. Another student commented that the ELL Module gave him/her an awareness of the cultural impact.

Conclusion #9. Integrating the ELL Module into a course improves the student's ability to pass the assessment on the first attempt. Historical data indicated that Special Education majors spend less time examining the ELL Module material than Elementary Education, Secondary Education, and K-12 Education majors, although this did not affect the amount of time spent on the assessment in relation to receiving a 100% passing score on the first attempt.

This finding required further investigation as to why the Special Education majors could spend significantly less time in their review of the ELL Module lessons without their ability to pass the assessments on the first attempt being affected. Further investigation revealed a group of students who had taken the ELL Module as part of Special Education 250: Language Development and Exceptional Individuals. This course not only focuses on language development in exceptional individuals, but also considers a student's individual language proficiency and cultural and linguistic differences. Students in this class learned to facilitate understanding for individuals with special needs whose primary language is not English. They learned the academic language necessary to understand working with ELL students. This class also gave them the opportunity to discuss the material from the ELL Module and ask questions

about the material. Students could actively participate in discussions about educating ELLs prior taking the ELL Module.

Comments from the survey also support this conclusion. Graduates indicated they wanted someone to chat with to clarify information about the ELL Modules and current preservice techers also expressed the desire to be able to discuss information learned in the ELL Module. This conclusion supports the need for the ELL Module to be integrated into an existing course and added to a new course that will be developed.

Limitations

This study focused on one program within one University. Also, there was a very low response rate from the graduates of the program, which raises the question as to whether those that did participate hold a representative view. This small sample of graduates would be of greater concern except that there was a clear pattern of responses between the graduate responses and the current students' responses. As there were multiple sources of data, sufficient information was available to accurately assess the ELL modules and arrive at credible conclusions and recommendations.

To explain the small number of graduates responding, it is important to note that the university required the graduate survey to be sent out through the alumni house. This is a standard procedure at this university, as it is at many other universities. According to research conducted by Smith and Bers (1987) alumni surveys often have a lower response **rate** than other types of surveys (Smith & Bers, 1987) due to incorrect contact information, possibility of money solicitation, and diminished loyalty after graduation.

Implications and Recommendations for Future Research

Program evaluation can verify whether the service being provided is actually what is needed by the organization. It was important to determine if the ELL Module was providing the information necessary for teacher candidates to experience success with ELLs in their future classrooms and if the online delivery model is effective. Too often program directors avoid implementing an evaluation because it seems too scientific, when in fact, according to the Pareto Principle the first 20% of the effort will generate the first 80% of the plan, and this is by far better than not having any data (McNamara, 1995).

Therefore, recapping the recommendations resulting from the research conclusions are necessary to bring this program evaluation full circle. First, additional videos need to be added to the existing offerings. Doing so will increase student exposure to effective classroom strategies. Actively promoting the material from the ELL Module currently available on the COEHS website to all students and faculty is recommended, as is offering the ELL Module as an integrated portion of a preexisting courses or creating an ELL blended course required for all education majors. These changes will give students opportunities to ask questions and promote active discussions. Also, encouraging students currently taking the ELL Module to spend more time exploring its text-based content, videos, and weblinks, will in turn help them understand ELL laws and regulations, and implement specific ELL strategies within the classroom. Lastly, provide a professional development opportunity for faculty and advisors to participate in the ELL Module. This will give them the opportunity to evaluate the ELL material the preservice teachers are receiving, and also have a knowledge of how and where to access the ELL Module.

Given the findings of this study, there are several recommendations for future research in order to determine the effectiveness of online learning modules and English Language Learning

content for teacher candidates. Replication of this research with the sample of students being drawn from the historical data and correlated with survey data would validate the findings within this study. This would present a clearer picture of lesson times, assessment times, and assessment attempts in connection with the questions such as, accessing content, viewing videos, and exploring URLs.

It is also recommended that this study be replicated using the group of students who took the ELL Module during the 2012/2013 school year and who have completed their student teaching, are either currently teaching or have had other classroom experience. This would provide a more concise comparison between students who took the ELL Module during the Special Education 250 course and students who did not. It would also be advantageous to involve the faculty at a higher level by providing time for them to preview the ELL Module and encouraging additional feedback on changes and additions to the module.

Additionally, there was a finding that indicated females spent more time on Lesson 3: Identification and Assessment of English Language Learners in Illinois and Lesson 5: Special Considerations for English Language Learners, but there was no conclusive evidence as to why. There might be value in a follow up qualitative study focusing on gender. This could help determine if there is significant evidence that the lessons should be revised to minimize the gender difference.

Finally, a study on a sample group of students is recommended if a transcripted course is required or the ELL module is added to an existing course for all teacher candidates. It would be valuable to look at the similarities and differences in the current and future data, both quantitative and qualitative. Adding a separate group who had completed the ELL endorsement program, would add another dimension to the research on the ELL Module and its effectiveness.

Final Thoughts

Throughout the literature and the results of this study, it is clear that one common problem teacher education programs have is including additional information, such as ELL material, into the existing schedule. Western Illinois University chose to offer the ELL Module online so students could access the material and take the assessment when their schedule allowed. This has proven to be valuable to the students who have taken the online module, but now it is time to consider the next step. This research showed that the students and the faculty see value in the current ELL Module offered online but have determined the need for additional ELL material to be offered or supported in a face-to-face environment. It is now time for the faculty and the administration at WIU to determine how and when this will take place.

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APPENDIX A

Survey 1: Teacher Graduates

While you were an education student at Western Illinois University, you were required to take and pass an English Language Learner (ELL) Module. The ELL Module focused on gaining an understanding of basic ELL terminology and acronyms through text, images, videos and websites. You were assessed through a series of multiple choice and true/false questions and required to pass each of the five modules with a 100% score.

We are assessing the value and importance of the ELL learning modules/assessments and are asking for your input. Research shows that a strong ELL knowledge is important for all teachers. We want to determine if we are meeting the needs of our students and how we can improve the tools we already use.

Thank you for taking the time to help future education graduates from WIU.

Dr. Sterling Saddle, Dean of the College of Education and Human Services
Dr. Cindy Dooley, Chair of Curriculum and Instruction
Marisa Beard, Interim Director of OOPDT/Doctoral Student at Pepperdine University

1. What year did you graduate from High School? (Drop down in an online survey)

- ☐ 2008
- ☐ 2007
- ☐ 2006
- ☐ 2005
- ☐ 2004
- ☐ 2003
- ☐ 2002
- ☐ 2001
- ☐ 2000
- ☐ 0ther _____

2. What year did you graduate from Western Illinois University? (Drop down in an online survey)

- ☐ 2012
- ☐ 2011
- ☐ 2010
- ☐ 2009
- ☐ 2008
- ☐ 2007
- ☐ Other _____

3. What Teacher Certification Majors of Study did you receive when you graduated from WIU?
- ☐ Early Childhood Education (Age 0 - Grade 3)
- ☐ Elementary Education (K-9)
- ☐ Secondary (6-12): Agriculture Education
- ☐ Secondary (6-12): English
- ☐ Secondary (6-12): Mathematics
- ☐ Secondary (6-12): Science/Biology
- ☐ Secondary (6-12): Science/Chemistry
- ☐ Secondary (6-12): Science/Physics
- ☐ Secondary (6-12): Social Science/History
- ☐ Secondary (6-12): Art
- ☐ Special (K-12): French
- ☐ Special (K-12): Music
- ☐ Special (K-12): Physical Education
- ☐ Special (K-12): Spanish
- ☐ Special Education - Learning Behavior Specialist 1

4. Is English your native language?
- ☐ Yes
- ☐ No

5. Do you speak a second language?
- ☐ Yes (logic rule Q6)
- ☐ No

6. What other language(s) do you speak?
- ☐ Spanish
- ☐ Chinese
- ☐ Vietnamese
- ☐ French/Haitian Creole
- ☐ Hindi & related
- ☐ Korean
- ☐ German
- ☐ Arabic
- ☐ Miao/Hmong
- ☐ Other _____

7. Was another language spoken in your home while growing up?
- ☐ Yes (logic rule Q8)
- ☐ No

8. What other language(s) were spoken in your home?
- ☐ Spanish
- ☐ Chinese
- ☐ Vietnamese
- ☐ French/Haitian Creole
- ☐ Hindi & related
- ☐ Korean

- ☐ German
- ☐ Arabic
- ☐ Miao/Hmong
- ☐ Other _____

9. What are some concerns you have about working with ELL students? (Choose all that apply)
   - ☐ I only know how to speak English
   - ☐ What if I can't understand an ELL student
   - ☐ How will I communicate with the child's parents
   - ☐ I have no concerns
   - ☐ I don't know
   - ☐ Other_____

10. Why it is important to understand information about ELLs prior to teaching in a public or private school environment? (Choose all that apply)
   - ☐ I don't know
   - ☐ I don't think it is necessary to understand ELLs
   - ☐ All children need a fair chance at education
   - ☐ No matter where I teach I may have ELLs in the classroom
   - ☐ It isn't important to me. All children should be required to speak English
   - ☐ Not important to me. I won't teach in a classroom with ELLs

11. Have you taught in either a private or public school?
   - ☐ Yes (logic rule Q12)
   - ☐ No
   - ☐ N/A

12. List all school districts in which you have taught or are currently teaching.

13. Do you have any ELL students enrolled at your school?
   - ☐ Yes
   - ☐ No

14. Do you have any ELL students enrolled in any classes that you teach?
   - ☐ Yes
   - ☐ No

15. Does your school have a bilingual educator on staff?
   - ☐ Yes (logic rule Q16)
   - ☐ No

16. Does the bilingual educator help determine the best strategies to take when working with ELL students?
   - ☐ Yes
   - ☐ No

17. Has the ELL Module influenced decisions you make while working with ELL students?
- ☐ Yes (logic rule Q18)
- ☐ No

18. How has the ELL Module influenced decisions you make while working with ELL students?

19. Check the areas that were covered in the ELL Module that have been helpful with your teaching experience since graduation.

	Unimportant	Low Importance	Neutral	Important	Very Important
Identify ELL demographics.					
Recognize the difference between academic language and conversational language.					
Understand what it is like to have restricted language.					
Realize the impact of taking a test in a foreign language.					
Recognize the importance of parents using home (native) language at home with their children.					
Examine Speaking and Writing rubrics that represent the criteria associated with linguistic complexity, language control, and vocabulary usage.					
Understand linguistic complexity and vocabulary usage.					
Demonstrate understanding of sensory, graphic, and interactive supports for ELLs.					
Explore online sensory, graphic, and interactive supports for differentiated learning.					
Access Illinois State Board of Education Laws regarding bilingual education					
Understand basic components of the ACCESS test for ELLs.					
Understand key terms regarding programs for ELLs.					
Understand different Transitional Bilingual Education (TBE) programs for ELLs.					
Understand different Transitional Program of Instruction (TPI)					

programs for ELLs.					
Locate funding applications for ELLs in Illinois' public schools.					
Locate various certification opportunities for pre-service and in-service teachers in Illinois.					
Locate information regarding the enrollment of ELLs in the US school system.					
Identify differences as well as similarities among cultural groups.					
Recognize the impact of religion with ELLs.					
Understand how to communicate through interpreters more effectively.					
Identify solutions to student achievement that involve limited access to technology					

20. If an additional section was added to the ELL Module that deals specifically with how to teach (methodologies) ELLs in various educational environments, what would you add?

21. Was there a course or professor that helped you understand how to work with ELL students?
- ☐ Yes (logic rule Q22)
- ☐ No

22. What course or professor helped you understand how to work with ELL students?

23. Would it have been helpful if the ELL Module were taken in connection with a specific class as part of the coursework?
- ☐ Yes (logic rule Q24)
- ☐ No

24. What course do you believe the ELL Module would best fit under?
- ☐ EIS 201: Educational Psychology—Human Growth and Development.
- ☐ EIS 301: Educational Psychology—Learning and Instruction.
- ☐ EIS 302: Multicultural and Social Foundations of Education
- ☐ EIS 401: Educational Law and Policy.
- ☐ SPED 310: The Exceptional Individual
- ☐ SPED 390: Classroom Adaptions

25. Did you attend any of the Face-to-Face ELL Seminars provided as a supplement to the ELL Module?
- ☐ Yes (logic rule Q26)
- ☐ No
- ☐ There were none provided

26. Explain what you learned from the supplemental material in the face-to-face sessions

27. What did you like about having the opportunity to take the ELL Module online?
- ☐ Taking it when I wanted, 24/7 availability
- ☐ Not having to attend a class
- ☐ Starting and stopping the ELL Module
- ☐ Links to explore on my own time
- ☐ Videos that helped explain the ELL Module material

28. Would you have preferred an assigned time to take the module, using a paper method of assessment?
- ☐ Yes
- ☐ No

29. What didn't you like about taking the modules online?
- ☐ I didn't understand why I had to take it
- ☐ It was hard to maneuver through the ELL Module
- ☐ The videos were too small
- ☐ Too many links
- ☐ No complaint, I thought the ELL Module was helpful

30. Did you view the online videos that were provided as part of the ELL Module?
- ☐ Yes (logic rule Q31)
- ☐ No (logic rule Q33)

31. Were the videos that were provided as part of the ELL Module helpful in understanding information about the material presented?
- ☐ Yes (logic rule Q32)
- ☐ No (logic rule Q34)

32. How were the videos helpful in understanding information about ELL materials?

33. Explain why you didn't watch the videos.

34. Explain why the videos were not helpful in understanding the ELL information.

35. Did you explore the web links (URLS) that were provided in the ELL Module?
- ☐ Yes (logic rule 36)
- ☐ No

36. How were the web links (URLs) that were provided helpful in understanding the material that was discussed?

37. Would it have been helpful to have someone you could chat with or ask questions of while taking the ELL Module?
- ☐ Yes (logic rule Q38)
- ☐ No

38. How would it have been helpful?

39. Did you need to contact anyone for help prior to or while taking the ELL Module?
- ☐ Yes (logic rule-Q40 & 41)
- ☐ No

40. Were you answered in a prompt manner (within 48 business hours)?
- ☐ Yes
- ☐ No

41. Was it evident whom to contact?
- ☐ Yes
- ☐ No

42. Have you ever taken any other assessments online?
- ☐ Basic Skills
- ☐ TCA
- ☐ Sexual Harassment
- ☐ Ethics
- ☐ N/A
- ☐ Other _____

APPENDIX B

Survey 2: Current WIU students who have taken the ELL Module and WIU students who took the ELL Module Spring 2013

Recently you took and passed the English Language Learner (ELL) Module that is required prior to graduating with your teaching certification. We are assessing the value and importance of the ELL learning modules/assessments and are asking for your input. Research shows that a strong ELL knowledge is important for all teachers. We want to determine if we are meeting the needs of our students and how we can improve the tools we already use.

As a reminder, the English Language Learners Module is/was focused on gaining an understanding of basic ELL terms and acronyms through multiple choice and true/false questions. You were required to pass each of the five lessons with a 100% score.

Dr. Sterling Saddler, Dean of the College of Education and Human Services
Dr. Cindy Dooley, Chair of Curriculum and Instruction
Marisa Beard, Interim Director of OOPDT/Doctoral Student at Pepperdine University

1. What year did you graduate from High School?

- ☐ 2012
- ☐ 2011
- ☐ 2010
- ☐ 2009
- ☐ 2008
- ☐ 2007
- ☐ 0ther _____

2. What Teacher Certification Majors of Study are you planning to receive when you graduate from WIU?

- ☐ Early Childhood Education (Age 0 - Grade 3)
- ☐ Elementary Education (K-9)
- ☐ Secondary (6-12): Agriculture Education
- ☐ Secondary (6-12): English
- ☐ Secondary (6-12): Mathematics
- ☐ Secondary (6-12): Science/Biology
- ☐ Secondary (6-12): Science/Chemistry
- ☐ Secondary (6-12): Science/Physics
- ☐ Secondary (6-12): Social Science/History
- ☐ Secondary (6-12): Art
- ☐ Special (K-12): French
- ☐ Special (K-12): Music
- ☐ Special (K-12): Physical Education

- ☐ Special (K-12): Spanish
- ☐ Special Education - Learning Behavior Specialist 1

4. Is English your native language?
   - ☐ Yes
   - ☐ No

5. Do you speak a second language?
   - ☐ Yes (logic rule Q6)
   - ☐ No

6. What other language(s) do you speak?
   - ☐ Spanish
   - ☐ Chinese
   - ☐ Vietnamese
   - ☐ French/Haitian Creole
   - ☐ Hindi & related
   - ☐ Korean
   - ☐ German
   - ☐ Arabic
   - ☐ Miao/Hmong
   - ☐ Other _____

7. Was another language spoken in your home while growing up?
   - ☐ Yes (logic rule Q8)
   - ☐ No

8. What other language(s) were spoken in your home?
   - ☐ Spanish
   - ☐ Chinese
   - ☐ Vietnamese
   - ☐ French/Haitian Creole
   - ☐ Hindi & related
   - ☐ Korean
   - ☐ German
   - ☐ Arabic
   - ☐ Miao/Hmong
   - ☐ Other _____

9. What are some concerns you might have about working with ELL students?
   - ☐ I only know how to speak English
   - ☐ What if I can't understand an ELL
   - ☐ How will I communicate with the child's parents
   - ☐ I have no concerns
   - ☐ I don't know

10. Why it is important to understand information about ELLs prior to teaching in a public or private school environment?

- ☐ I don't know
- ☐ I don't think it is necessary to understand ELLs
- ☐ All children need a fair chance at education
- ☐ No matter where I teach I may have ELLs in the classroom
- ☐ It isn't important to me. All children should be required to speak English
- ☐ Not important to me, I won't teach in a classroom with ELLs

11. What experiences have you previously had working with ELL students?

- ☐ Student Teaching (logic rule Q12)
- ☐ Block experience (logic rule Q12)
- ☐ Camp counselor (logic rule Q12)
- ☐ Program assistant (logic rule Q12)
- ☐ Church program (Sunday school, VBS, etc.) (logic rule Q12)
- ☐ Other field experience _____ (logic rule Q12)
- ☐ Other _____ (logic rule Q12)
- ☐ None

12. Explain the experience you had working with ELL students.

13. Have you started or completed your block fieldwork?

- ☐ Yes (logic rule Q14, 15, 16)
- ☐ No

14. At what school district did you do your block fieldwork?

15. Were ELL students enrolled in the class you taught for your block experience?

- ☐ Yes
- ☐ No

16. Did the school district where you did your block have a bilingual educator on staff?

- ☐ Yes
- ☐ No
- ☐ I don't know

17. Have you started or completed your student teaching?

- ☐ Yes (logic rule Q18, 19, 20)
- ☐ No

18. At what school district did you do your student teaching?

19. Were ELL students enrolled in the class you taught for your student teaching?

- ☐ Yes
- ☐ No

20. Did the school district where you did your student teaching have a bilingual educator on staff?

- ☐ Yes
- ☐ No
- ☐ I don't know

21. What information was gained from taking the ELL Module that you believe you would use in a future classroom?

	Unimportant	Low Importance	Neutral	Important	Very Important
Identify ELL demographics.					
Recognize the difference between academic language and conversational language.					
Understand what it is like to have restricted language.					
Realize the impact of taking a test in a foreign language.					
Recognize the importance of parents using home (native) language at home with their children.					
Examine Speaking and Writing rubrics that represent the criteria associated with linguistic complexity, language control, and vocabulary usage.					
Understand linguistic complexity and vocabulary usage.					
Demonstrate understanding of sensory, graphic, and interactive supports for ELLs.					
Explore online sensory, graphic, and interactive supports for differentiated learning.					
Access Illinois State Board of Education Laws regarding bilingual education					
Understand basic components of the ACCESS test for ELLs.					
Understand key terms regarding programs for ELLs.					
Understand different Transitional Bilingual Education (TBE) programs for ELLs.					
Understand different Transitional Program of Instruction (TPI) programs					

for ELLs.					
Locate funding applications for ELLs in Illinois' public schools.					
Locate various certification opportunities for pre-service and in-service teachers in Illinois.					
Locate information regarding the enrollment of ELLs in the US school system.					
Identify differences as well as similarities among cultural groups.					
Recognize the impact of religion with ELLs.					
Understand how to communicate through interpreters more effectively.					
Identify solutions to student achievement that involve limited access to technology					

22. If an additional section was added to the ELL Module that deals specifically with how to teach (methodologies) ELLs in various educational environments, what would you add?

23. Has there been a course or professor that has helped you understand how to work with ELL students?

- ☐ Yes (logic rule Q24)
- ☐ No

24. What course or professor helped you understand how to work with ELL students?

26. Would it be helpful if the ELL Module was taken in connection with a class course?

- ☐ Yes (logic rule Q27)
- ☐ No

27. What courses do you believe it would best fit under?

- ☐ EIS 201: Educational Psychology—Human Growth and Development.
- ☐ EIS 301: Educational Psychology—Learning and Instruction.
- ☐ EIS 302: Multicultural and Social Foundations of Education
- ☐ EIS 401: Educational Law and Policy.
- ☐ SPED 310: The Exceptional Individual
- ☐ SPED 390: Classroom Adaptions

28. Did you attend the English Language Learner Face-to-Face sessions that were offered?

- ☐ Yes (logic rule Q29)
- ☐ No

☐ Didn't know about it

29. Explain what you learned from the supplemental material at the face-to-face sessions.

30. What did you like about taking the ELL Module online?
☐ Taking it when I wanted (24/7 availability)
☐ Not having to attend class at a particular time
☐ Starting and stopping the module, taking the module at my own pace
☐ Links to supplemental material that I could explore on my own time
☐ Videos that helped explain the module material

31. Would you have preferred an assigned time to take the module, using a paper method of assessment?
☐ Yes
☐ No

33. What didn't you like about taking the module online?
☐ I didn't understand why I had to take it
☐ It was hard to maneuver through the ELL Module
☐ The videos were too small
☐ Too many links
☐ No complaint, I thought the ELL Module was helpful

34. Did you view the online videos that were provided as part of the ELL Module?
☐ Yes (logic rule Q35)
☐ No (logic rule Q37)

35. Were the videos that were provided as part of the ELL Module helpful in understanding information about the material presented?
☐ Yes (logic rule Q36)
☐ No (logic rule Q38)

36. How were the videos helpful in understanding information about ELL materials?

37. Explain why you didn't watch the videos.

38. Explain why the videos were not helpful in understanding the ELL information.

39. Did you explore the web links (URLS) that were provided in the ELL Module?
☐ Yes (logic rule 40)
☐ No

40. How were the web links (URLs) that were provided helpful in understanding the material that was discussed?

41. Would it have been helpful to have someone you could chat with or ask questions while taking the ELL Module?

- ☐ Yes (logic rule Q42)
- ☐ No

42. How would it have been helpful?

43. Did you need to contact anyone for help prior to or while taking the ELL Module?
    - ☐ Yes (logic rule-Q44 & 45)
    - ☐ No

44. Were you answered in a prompt manner (within 48 business hours)?
    - ☐ Yes
    - ☐ No

45. Was it evident whom to contact?
    - ☐ Yes
    - ☐ No

46. Have you ever taken any other assessments online?
    - ☐ Basic Skills
    - ☐ TCA
    - ☐ Sexual Harassment
    - ☐ Ethics
    - ☐ N/A
    - ☐ Other _____

APPENDIX C

Survey 4: Faculty/Advisor Survey

All pre-service teachers are required to take and pass an English Language Learner (ELL) Module. The ELL Module is focused on gaining an understanding of basic ELL terminology and acronyms through text, images, videos and websites. Students are assessed through a series of multiple choice and true/false questions and required to pass each of the five lessons with a 100% score.

We are assessing the value and importance of the ELL learning modules/assessments and are asking for your input. Research shows that a strong ELL knowledge is important for all teachers. We want to determine if we are meeting the needs of our students and how we can improve the tools we already use.

Thank you for taking the time to help future education graduates from WIU.

Dr. Sterling Saddler, Dean of the College of Education and Human Services
Dr. Cindy Dooley, Chair of Curriculum and Instruction
Marisa Beard, Interim Director of OOPDT/Doctoral Student at Pepperdine University

1. My position at WIU is classified as:
   - ☐ Faculty (logic rule Q2, Q14, Q15)
   - ☐ Advisor (logic rule Q3)
   - ☐ Chairperson (logic rule Q2, Q14, Q15)

2. I have taught at WIU for:
   - ☐ 0–2 years (logic rule Q4)
   - ☐ 3–5 years (logic rule Q4)
   - ☐ 5–10 years (logic rule Q4)
   - ☐ 10–15 years (logic rule Q4)
   - ☐ 15–20 years (logic rule Q4)
   - ☐ 20+ years (logic rule Q4)

3. I have been an advisor at WIU for:
   - ☐ 0–2 years
   - ☐ 3–5 years
   - ☐ 5–10 years
   - ☐ 10–15 years
   - ☐ 15–20 years
   - ☐ 20+ years

4. I teach the following courses:

5. Is English your native language?
   - ☐ Yes
   - ☐ No

6. Do you speak a second language?
   - ☐ Yes (logic rule Q7)
   - ☐ No

7. What other language do you speak?
   - ☐ Spanish
   - ☐ Chinese
   - ☐ Vietnamese
   - ☐ French/Haitian Creole
   - ☐ Hindi & related
   - ☐ Korean
   - ☐ German
   - ☐ Arabic
   - ☐ Miao/Hmong
   - ☐ Other _____

8. Was another language spoken in your home while growing up?
   - ☐ Yes (logic rule Q9)
   - ☐ No

9. What other language was spoken in your home?
   - ☐ Spanish
   - ☐ Chinese
   - ☐ Vietnamese
   - ☐ French/Haitian Creole
   - ☐ Hindi & related
   - ☐ Korean
   - ☐ German
   - ☐ Arabic
   - ☐ Miao/Hmong
   - ☐ Other _____

10. I was aware that all pre-service students must take the online English Language Learner Online Module?
    - ☐ Yes
    - ☐ No

11. I have taken the opportunity to view the ELL Module through the online system?
    - ☐ Yes (logic rule Q12)
    - ☐ No

12. I explored the following features of the ELL Module.
    - ☐ Text-based material
    - ☐ Videos
    - ☐ Web links (URLs)
    - ☐ Printed online documents for future reference

13. I currently use the ELL Module as part of a class I teach.
    - ☐ Yes (logic rule Q14)
    - ☐ No

14. Within what course do you include the ELL Module/material?

15. I think it's important for our students to have basic ELL knowledge prior to graduation.
    - ☐ Yes
    - ☐ No

16. I think our students should have additional instruction on how to teach ELL students prior to graduation.
    - ☐ Yes
    - ☐ No

17. I think there should be a stand-alone course that instructs students on ELL material, expanding on what is presented in the ELL module and allowing for face-to-face interaction.
    - ☐ Yes
    - ☐ No

18. I think the online method of presenting the ELL material is satisfactory.
    - ☐ Yes
    - ☐ No (logic rule 19)

19. I think the ELL module should be expanded to include online discussion interaction between students and faculty.
    - ☐ Yes
    - ☐ No

20. I think the ELL Module should be expanded to include methodologies of teaching ELLs.
    - ☐ Yes
    - ☐ No

APPENDIX D

WIU IRB and PEPPERDINE IRB Approval Letters

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

April 5, 2013

[redacted]

Protocol #: E0213D17
Project Title: Program Evaluation of Western Illinois University English Language Learner Online Module

Dear Ms. Beard,

Thank you for submitting the revisions requested by Pepperdine University's Graduate and Professional Schools IRB (GPS IRB) for your study, Program Evaluation of Western Illinois University's English Language Learner Online Module. The IRB has reviewed your revisions and found them acceptable. You may proceed with your study. The IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46 - http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:
>
> Category (2) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, your application to waive documentation of consent, as indicated in your Application for Waiver or Alteration of Informed Consent Procedures form has been approved.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a Request for Modification Form to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Doug Leigh, Ph.D.
Chair, Graduate and Professional Schools
IRB Pepperdine University
Graduate School of Education & Psychology
6100 Center Dr. 5th Floor
Los Angeles, CA 90045
Doug.Leigh@pepperdine.edu
W: 310-568-2389
F: 310-568-5755

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
Ms. Alexandra Roosa, Director Research and Sponsored Programs
Dr. Kay Davis, Graduate School of Education and Psychology

WESTERN
ILLINOIS
UNIVERSITY

February 22, 2013

Marisa Beard
Interim Director for Office for Partnerships, Professional Development & Technology
Western Illinois University
113A Horrabin Hall
Macomb, IL 61455

Dear Ms. Beard:

The Institutional Review Board (IRB) at Western Illinois University (WIU) has reviewed your request to conduct research on our campus in order for the completion of your dissertation at Pepperdine University.

The WIU IRB grants conditional approval of your request based on approval of your protocol by the Pepperdine University Institutional Review Board. Please submit the approved protocol, once received, to our office and we will issue a second letter granting approval to conduct research at Western Illinois University. We look forward to working with you.

Sincerely,

Gary T. Daytner
IRB Chairman

Office of Sponsored Projects
Sherman Hall 320, 1 University Circle, Macomb, IL 61455-1390
Tel 309.298.1191 Fax 309.298.2091

APPENDIX E

Graduate: Invitation to Participate in Study

Dear Graduate of the Education Program at Western Illinois University,

My name is Marisa Beard, and I am the interim Director of the OPPDT at Western Illinois University and a doctoral student in Learning Technologies at Pepperdine University, currently in the process of recruiting individuals for my study entitled, "Program Evaluation of Western Illinois University's English Language Learner (ELL) Online Module." This study is being conducted in partial fulfillment of the requirements of a dissertation. The professor supervising my work is Dr. Kay Davis. Dean Sterling Saddler and Associate Dean Cindy Dooley also believe this study is very valuable to the College of Education and Human Services at WIU, as well as future students in the education program.

The study is a program evaluation of the English Language Learner Modules that you were required to take and pass prior to student teaching. I am inviting graduates of the Education program whom have taken and passed the ELL Module to participate in my study. Please understand that your participation in my study is completely voluntary and anonymous. The following is a description of what your study participation would entail, the terms for participating in the study, and a discussion of your rights as a study participant. Please read this information carefully before deciding whether or not you wish to participate.

If you should decide to participate in the study, you will be asked to complete an online survey. It should require less than 45 minutes of your time. Please complete the survey individually in a single sitting. Upon submission of the survey you may also choose to participate in a drawing for an **iPad Mini or one of five $20 iTunes cards**. You will be redirected to a form, not connected to the survey, which will collect your name and email address to be added to the random drawing of all participants who have chosen to participate in the drawing. You will also receive a **$10 off coupon** that can be used towards a 6-month subscription of STAR-Online professional development courses (www.star-online.org).

Although minimal, there are potential risks that you should consider before deciding to participate in this study. The greatest perceived risk might be that your identity may be revealed or that your response or willingness to participate would influence any future grades you might receive or impact your current employment position. Your current academic standing with the university or employment status will not be affected by your choice of participating or not. If you choose to participate in this study you do not have to answer every question. By asking the WIU Alumni staff to send out this email, I will not have any access to your specific identity or even know whether you chose to participate. The survey is administered through Qualtrics and all responses are stripped of IP addresses prior to my receiving the data. You will be anonymous to me.

There are several benefits to this research that can directly impact you. Your responses to this survey can help us revise the ELL Modules to help our current and future students learn

appropriate and beneficial information when working with ELLs in the classroom. You can also help us modify the online format of the module to better serve our students.

If you should decide to participate and find you are not interested in completing the survey in its entirety, you have the right to discontinue at any point without being questioned about your decision. You do not have to answer any of the questions on the survey that you prefer not to answer--just leave such items blank.

After 2 weeks, on Tuesday, April 30, 2013, the study will close and the survey will no longer be accessible. I will not be sending out a reminder email so please take advantage of your first opportunity to participate in the survey prior to the deadline of Tuesday, April 30, 2013.

If the findings of the study are presented to professional audiences or published, no information that identifies you personally will be released.

If you have any questions regarding the information that I have provided above, please do not hesitate to contact me at the email address provided below. If you have further questions or do not feel I have adequately addressed your concerns, please contact Dr. Kay Davis (kay.davis@pepperdine.edu). If you have questions about your rights as a research participant, contact Dr. Doug Leigh, Chairperson of the Graduate and Professional School IRB, Pepperdine University, Graduate School of Education & Psychology Pepperdine University, 6100 Center Drive 5th Floor Los Angeles, CA 90045.

By completing the survey, you are acknowledging that you have read and understand what your study participation entails, and are consenting to participate in the study.

Thank you for taking the time to read this information, and I hope you decide to complete the survey.

Sincerely,

Marisa Beard
Doctoral Candidate
[redacted]

APPENDIX F

CURRENT STUDENT: INVITATION TO PARTICIPATE IN STUDY

Dear Student of the Education Program at Western Illinois University,

My name is Marisa Beard, and I am the interim Director of the OPPDT at Western Illinois University and a doctoral student in Learning Technologies at Pepperdine University, currently in the process of recruiting individuals for my study entitled, "Program Evaluation of Western Illinois University's English Language Learner Online Module." This study is being conducted in partial fulfillment of the requirements of a dissertation. The professor supervising my work is Dr. Kay Davis. This study is also very valuable to the College of Education and Human Services at WIU, as well as future students in the education program.

The study is a program evaluation of the English Language Learner (ELL) Modules that you are required to take and pass prior to student teaching. I am inviting current students of the Education program who have taken and passed the ELL Module AND who are taking the ELL Module Spring Session 2 2013 to participate in my study. Please understand that your participation in my study is completely voluntary and anonymous. The following is a description of what your study participation would entail, the terms for participating in the study, and a discussion of your rights as a study participant. Please read this information carefully before deciding whether or not you wish to participate.

If you should decide to participate in the study, you will be asked to complete an online survey. It should require less than 45 minutes of your time. Please complete the survey individually in a single sitting. Upon submission of the survey you may also choose to participate in a drawing for an **iPad Mini or one of five $20 iTunes cards**. You will be redirected to a form, not connected to the survey, which will collect your name and email address to be added to the random drawing of all participants who have chosen to participate in the drawing.

Although minimal, there are potential risks that you should consider before deciding to participate in this study. The greatest perceived risk might be that your identity may be revealed or that your response or willingness to participate would influence any current or future course grade. Your grades or current academic standing will not be affected by your choice of participating or not. If you choose to participate in this study you do not have to answer every question. Although you have received this invite via your WIU email, neither I nor anyone else will have any access to your specific identity or even know whether you chose to participate. The survey is administered through Qualtrics and all responses are stripped of IP addresses prior to my receiving the data. You will be anonymous to me.

There are several benefits to this research that can directly impact you. Your responses to this survey can help us revise the ELL Modules to help our current and future students learn appropriate and beneficial information when working with ELLs in the classroom. You can also help us modify the online format of the module to better serve our students.

If you should decide to participate and find you are not interested in completing the survey in its entirety, you have the right to discontinue at any point without being questioned about your decision. You do not have to answer any of the questions on the survey that you prefer not to answer--just leave such items blank.

After 2 weeks, on MONDAY, April 29, 2013, the study will close and the survey will no longer be accessible. I will not be sending out a reminder email so please take advantage of your first opportunity to participate in the survey prior to the deadline of MONDAY, April 29, 2013.

If the findings of the study are presented to professional audiences or published, no information that identifies you personally will be released.

If you have any questions regarding the information that I have provided above, please do not hesitate to contact me at the email address provided below. If you have further questions or do not feel I have adequately addressed your concerns, please contact Dr. Kay Davis (kay.davis@pepperdine.edu). If you have questions about your rights as a research participant, contact Dr. Doug Leigh, Chairperson of the Graduate and Professional School IRB, Pepperdine University, Graduate School of Education & Psychology Pepperdine University, 6100 Center Drive 5th Floor Los Angeles, CA 90045.

By completing the survey, you are acknowledging that you have read and understand what your study participation entails, and are consenting to participate in the study.

Thank you for taking the time to read this information, and I hope you decide to complete the survey.

Sincerely,

Marisa Beard
Doctoral Candidate
[redacted]

APPENDIX G

FACULTY/ADVISOR: INVITATION TO PARTICIPATE IN STUDY

Dear Faculty or Advisor of the Education Program at Western Illinois University,

My name is Marisa Beard, and I am the interim Director of the OPPDT at Western Illinois University and a doctoral student in Learning Technologies at Pepperdine University, currently in the process of recruiting individuals for my study entitled, "Program Evaluation of Western Illinois University's English Language Learner Online Module." This study is being conducted in partial fulfillment of the requirements of a dissertation. The professor supervising my work is Dr. Kay Davis. Dean Saddler and Associate Dean, Dr. Cindy Dooley also believe this study is very valuable to the College of Education and Human Services at WIU, as well as future students in the education program.

The study is a program evaluation of the English Language Learner Modules that all teacher candidates are required to take and pass prior to student teaching. I am inviting education faculty and academic advisors of students in the Education program to participate in my study. Please understand that your participation in my study is completely voluntary and anonymous. The following is a description of what your study participation would entail, the terms for participating in the study, and a discussion of your rights as a study participant. Please read this information carefully before deciding whether or not you wish to participate.

If you should decide to participate in the study, you will be asked to complete an online survey. It should require less than 45 minutes of your time. Please complete the survey individually in a single sitting.

Although minimal, there are potential risks that you should consider before deciding to participate in this study. The greatest perceived risk might be that your identity may be revealed or that your response or willingness to participate would influence your standing in your department. Your current employment status will not be affected by your choice of participating or not. If you choose to participate in this study you do not have to answer every question. Although you have received this invite via your WIU email or during a faculty meeting, neither I nor anyone else will have any access to your specific identity or even know whether you chose to participate. The survey is administered through Qualtrics and all responses are stripped of IP addresses prior to my receiving the data. You will be anonymous to me.

There are several benefits to this research that can directly impact you. Your responses to this survey can help us revise the ELL Modules to help our current and future students learn appropriate and beneficial information when working with ELLs in the classroom. You can also help us modify the online format of the module to better serve our students.

If you should decide to participate and find you are not interested in completing the survey in its entirety, you have the right to discontinue at any point without being questioned about your

decision. You do not have to answer any of the questions on the survey that you prefer not to answer--just leave such items blank.

After 2 weeks, on WEDNESDAY MAY 1, 2013, the study will close and the survey will no longer be accessible. I will not be sending out a reminder email so please take advantage of your first opportunity to participate in the survey prior to the deadline of WEDNESDAY MAY 1, 2013.

If the findings of the study are presented to professional audiences or published, no information that identifies you personally will be released.

If you have any questions regarding the information that I have provided above, please do not hesitate to contact me at the email address provided below. If you have further questions or do not feel I have adequately addressed your concerns, please contact Dr. Kay Davis (kay.davis@pepperdine.edu). If you have questions about your rights as a research participant, contact Dr. Doug Leigh, Chairperson of the Graduate and Professional School IRB, Pepperdine University, Graduate School of Education & Psychology Pepperdine University, 6100 Center Drive 5th Floor Los Angeles, CA 90045.

By completing the survey, you are acknowledging that you have read and understand what your study participation entails, and are consenting to participate in the study.

Thank you for taking the time to read this information, and I hope you decide to complete the survey.

Sincerely,

Marisa Beard
Doctoral Candidate
[redacted]

APPENDIX H

Graduate: Survey Reminder Email

Dear Alumnus,

This is a reminder that you are being asked participate in the English Language Learner (ELL) Survey because 1) You have taken the ELL Module 2) You graduated with a degree in Education from WIU and 3) We believe you have information that can be helpful to future education students.

If you have already filled out the survey we THANK YOU! If you have NOT filled out the survey we have decided to leave it open until Monday, May 13 so you still have time to complete it. After clicking on the following link please read the permission letter.

Although the permission letter states it may take 45 minutes to complete, the average time has been approximately **20 minutes**. There is also additional information about an opportunity to participate in a drawing for an **iPad Mini and 4 iTunes cards**.

Please click on the following link to access the survey http://pepperdine.qualtrics.com/SE/?SID=SV_eDJ4jq44MfpX44R

Thank you,

Marisa Beard

Marisa Beard/Doctoral Candidate at Pepperdine University
Interim Director of the Office for Partnerships, Professional Development, and Technology
Western Illinois University
[redacted]

Western Illinois University
1 University Circle, Macomb, IL 61455

APPENDIX I

Current Student: Survey Reminder Email

ELL Survey Extended - Don't miss out on the Drawing May 1, 2013 3:30 PM

From: [redacted]

To: [redacted]

You have been chosen to participate in the English Language Learner (ELL) Survey because 1) You have taken the ELL Modules and 2) We know you have information that can be helpful to future education students. If you have already filled out the survey we THANK YOU! If you have NOT filled out the survey we have decided to leave it open until Monday, May 6 so you still have time to complete it. After clicking on the link below make sure and read the permission letter. It also gives you information about the drawing for an iPad Mini and iTunes cards that have been provided! Although the permission letter states it might take 45 minutes to complete, the average time is approximately 20 minutes.

Thank you in advance!

[redacted]

CLICK THIS LINK!
http://pepperdine.qualtrics.com/SE/?SID=SV_08UBNSgQ317EC6V

APPENDIX J

Faculty/Advisor: Survey Reminder Email

Hi,

I'll send an email also reminding faculty to complete the survey. As students complete the TCA these last few weeks, could there be some type of message at the end of the assessment asking them to complete the survey.

I'll also ask advisors to also send out a reminder to their advisees to complete the survey.

Hopefully, the rate of completion will increase.

Let me know if there is anything else I can to help!

Cindy

From: "Marisa L Beard" [redacted]
To: "Cindy J Dooley" [redacted]
Sent: Friday, April 26, 2013 10:35:11 AM
Subject: sorry to bother you

Cindy --
Do you have any suggestions on getting a better return rate on the survey I sent out to faculty/advisors/field supervisors? My current return rate is 11.8%. My current student rate is not much better at 12.2%, but I have asked some of the faculty to remind their students to fill it out. The return rate on the survey I sent out to the Alums is really, really bad I have only had 3 out of 225 complete it! There is nothing I will be able to do for the alums -- I can't send a reminder email out to them.

Thanks for any suggestions!

Marisa

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