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Pepperdine University  
Graduate School of Education and Psychology

CROSSING THE TRACKS:  
A QUALITATIVE PHENOMENOLOGICAL STUDY OF AN URBAN INNER CITY  
CHARTER HIGH-SCHOOL

A dissertation submitted in partial satisfaction  
of the requirements for the degree of  
Doctor of Educational Leadership, Administration, and Policy

by

Yuliya Reznikova-Eisenberg

July, 2016

Linda Purrington, Ed.D-Dissertation Chairperson

This dissertation, written by

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DOCTOR OF EDUCATION

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## DEDICATION

This dissertation is dedicated to my family for all their love, patience, support, and unwavering belief in my potential. Thank you for all you do to give me the passion and courage to make my dreams a reality.

Thank you to my husband, Kevin, who has supported me in every endeavor. I couldn't have done this without you.

For my daughter, Penelope. You light up my world. You come from a family of strength. I hope one day this will make you proud.

In loving memory of my grandparents, thank you for always watching over us. Through your spirit, our family continues to grow and celebrate every moment.

## ACKNOWLEDGEMENTS

With utmost gratitude, I would like to recognize my dissertation chair, Dr.Linda Purrington, who has ushered my journey from coursework through dissertation. Her dedication to life-long learning has been an inspiration in my journey as a student and professional.

Thank you to Dr.Gutierrez and Dr.Lund for serving on my committee and being endlessly generous with your time, feedback, and support.

Cohort 11, you are one of a kind. Thank you for the laughs, the late night conversations, your empathy, and your strength.

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## ABSTRACT

The purpose of this phenomenological study was to explore the college-related self-efficacy of 12th Grade English learners enrolled in a public charter school in Southern California. College-related self-efficacy is defined as a student's belief that they can attend college. This qualitative exploratory study was designed to explore the beliefs and attitudes that current English language learners (ELL) have regarding the possibility of attending college. A cross sectional data collection approach was utilized to explore college-related self-efficacy during English Learner's senior year. The senior class studied was the first to experience a high-school pathway designed to culminate in English language learners having both the academic skills and having completed the coursework to make them college-ready and competitive during the admissions process.

The findings of this study support the following conclusions. Explicit adult investment in ELL success impacts how students describe their college-related self-efficacy. Language acquisition impacts the ability to communicate both academic and social-emotional growth. According to ELL students, personal efficacy and college-related self-efficacy share descriptive traits. Students perceive their college-related self-efficacy as a choice impacted by both external and internal input. As default experts for ELLs, teachers are in a position to impact college-related self-efficacy. College-related self-efficacy is impacted by factors outside the school campus and outside the school-day. English learners need additional time outside of their senior year to understand college applications and the college experience. Students view additional opportunities to practice language as a key component of social immersion and acculturation. Explicit attention to belief in ELL student potential is an avenue of improving college-related self-efficacy.

## Chapter 1. The problem

### Problem Background

In today's society, a college education provides students with a significant advantage over peers who hold a high school diploma. Pascarella, Terenzini, and Feldman (2005) summarized that there is "generally consistent evidence to suggest that as amount of postsecondary education increases, workforce participation increases and the likelihood of being unemployed decreases" (p. 535). The impact on quality of life is also significant. Not only are students who earn a college degree more likely to be employed, they also significantly out-earn their peers. "The average net annual earnings premium for a bachelor's degree (versus a high school diploma) to be about 37% for men and about 39% for women" (Pascarella et al. 2005, p. 536). While the benefits of a college education are clear, there are large disproportions evident in the students who are applying to 4-year universities. In 2007, Kobrin, Sathy, and Shaw examined subgroup performance differences on the Stanford Achievement Test (SAT). The SAT is used by many universities as a standardized data-point during the admissions process. Kobrin, Sathy, and Shaw (2006) found that "students who speak English best consistently score a little more than 50 points higher than students who know English and another language best on the SAT verbal/critical reading section" (p. 10). Presumably, students who self-report speaking English and another language best are English learners who have successfully acquired English as a second language during their schooling. Kobrin et al. (2006) also looked at students who identified themselves to speak a language other than English best. This subgroup had a 100 point deficit compared to students who report speaking English best. However, Kobrin et al. (2006) noted that "students who speak another language best have seen a steady improvement in test scores from about 384 in 1995 to about 414 in 2006" (p. 10). The difference in scores, while decreasing, is a factor in college acceptance. King (1996) pointed out two pivotal factors

necessary to put students on a college pathway: (a) “rigorous courses and high expectations for all students” and (b) “the strategic role of college counseling and information” (p. 4). English learners who must master a language, in addition to completing coursework, are receiving scores on college entrance exams with results greatly disproportionate to their English speaking peers. This would suggest, that rigorous coursework and college counseling are not equitable for this population of student in the majority of high-school programs. There is, however, a small number of schools keeping the promise of a college education for all students. The focus of this study is to explore the lived experience of English learners who have engaged in highly rigorous courses and have been explicitly counseled toward college attendance.

In order to understand the background of this study, it is necessary to consider five forces influences the landscape of English learner education: (a) funding, (b) case law, (c) school program design (d) program effectiveness, and (e) role and rationale of teachers. These sections will be further expanded in Chapter 2: Literature Review.

**Funding.** Funding and school programs addressing ELLs have been addressed through national law as early as Title VI of the Civil Rights Act of 1964 (Berg, 1964) which made discrimination based on race, ethnicity, or national origin illegal. Within the next decade, cases such as *Lau v. Nichols* (1974) shed light on districts not providing adequate access to rigorous curriculum or to English Language Development for students who were learning English as a second language. The U.S. Supreme Court voted in favor of the plaintiff elaborating that simply providing access to the same curriculum and resources as students who spoke English as their primary language was not sufficient to achieve proficiency. Hakuta (2011) stressed that as a result of this case, limited English proficient students "became a protected class, that for these students the same treatment did not constitute equal treatment" (p .163). Following this case,



there were two explicit areas of educational development to address the needs of ELLs, also known as English learners: language acquisition, and standard curriculum.

**Case law.** Less than ten years later, the Bilingual Education Act passed as Title VII of the Elementary and Secondary Education Act of 1965 (ESEA). While this provided funding to build out programs for students in their primary language, the legislation left the methods for establishing these systems largely up to states and individual districts. At the time, these programs were intended to serve ELLs for a limited amount of time while they transitioned into mainstream, English speaking, classrooms. The bilingual design of these short term programs met a plethora of criticism from multiple stakeholder groups. Hakuta (2011) discovered that some saw the value in bilingual education while others "saw bilingual education as a needless pampering of immigrants" (p. 163). In summary, while one side aimed to utilize adaptive and culturally responsive pedagogy for bilingual students, the other maintained a focus on rapid attainment of English proficiency. As a result of these two opposing views, two concepts came under scrutiny: the effectiveness of bilingualism in education and the time necessary to acquire a second language. Under President Carter's administration, schools having more than 25 students who were designated as Limited English Proficient were mandated to provide bilingual education. In 1981, these recommendations were withdrawn by the Reagan administration because they showed evidence of being ineffective, costly, and did not address the needs of individual schools. Shortly thereafter, Hakuta (2011) pointed out that *Castaneda v Pickard* (1981) "interpreted the meaning of 'appropriate action' as... the role of the court in determining appropriateness should be guided by three standards: that the educational approach be based on sound educational theory; that the approach be implemented adequately; and that after a period, the approach be evaluated for its effectiveness in remedying the inequity" (p. 165). Individually developed programs were now subject to a form of evaluation which required them to close the achievement gap between ELLs and native English speakers.

The English Language development programs throughout the state are currently transitioning with the introduction of the Common Core standards. This is paired with increases in the immigrant populations across the states. Because of the focus on program quality ignited by Castaneda, ELL programs are under intense scrutiny for effectiveness and timeliness in terms of transitioning ELLs to mainstream English only classrooms. As a result of the transition between the Bilingual Education Act (1968) to Part A of Title III, there is now a narrowed focus on the performance of ELLs on standardized tests for core subjects, all of which are administered in English rather than the home language. Current legislation mandates that all ELLs meet proficiency through the staffing of highly qualified teachers and consistent parent notification of progress. A mandate, however, does not guarantee the quality of individual programs. Outcomes vary widely depending on the literacy skills students bring with them in their home language. As a result, the short time estimated for ELLs to transition into mainstream classrooms is split between language acquisition, learning literacy skills, and the application of their learning to core subject areas. Since courses designed to address English language development count as an elective, rather than a core course, ELLs often lack the preparation necessary to consider or pursue post-secondary education.

**School program design approach.** Students learning English as a second language have been embroiled in a history of competing priorities and interests by schools, law makers, and families. Title III funding for English language development programs prioritizes rapid language acquisition followed by immersion to attain content knowledge. As a competing viewpoint, families prefer the bi-literacy approach to balance the impact of a high transiency rate (Freeman & Johnson, 1998). The bi-literacy approach takes into account the knowledge and skills students have acquired in their native language and builds on those schemas. Rather than re-teaching all

concepts starting with a blank slate, the bi-literacy approach allows teachers to capitalize on previous learning and language cognates to expedite the language acquisition necessary to acquire content in the target language. Also, the Elementary and Secondary Education Act requires ELLs to participate in standardized testing regardless of the approach utilized for language development. The responsibility of adapting programming and instruction to suit the needs of ELLs is left to individual district, schools and individual teachers. Current language acquisition programs are designed to transition students into English only Core classes within two years. There are six main models with three hallmark considerations. The models include dual immersion, late entrance with maintenance, early exit, ELD pull out, English only with SDAIE, and English only sink-or-swim programs. All six program types, further discussed in chapter two, include components of three hallmark elements with varying focus. The three components are a focus on subject content, target language instruction, and home language instruction. Adding to the complexity of this dynamic are background variables for students making the transition. For example, students who have had continuous schooling in their home language can translate skills into a second language. On the other hand, students who had interrupted schooling in their home language must acquire skills in their home language and then translate the newly acquired skill into the target language. While there have been rudimentary accountability measures to measure the effectiveness of English Language acquisition and transition programs, little is known about the supports designed or implemented once ELLs make the transition English only core courses. Furthermore, the impact of inconsistently implemented language acquisition supports after the transition point as it relates to college readiness requires further study.

**Program effectiveness.** The most substantial change between early programs targeting limited English proficient students and those in current existence is the shift to a rapid-paced program centered on language acquisition which is intended to expedite English Learners' transition into mainstreamed English only classrooms. Once students complete the program designated for ELLs, measured independently on each school site, they become reclassified as fully English proficient (RFEP) and are no longer eligible to receive services intended for ELLs. Furthermore, all standardized tests measuring their progress in content standards are administered in English, rather than their primary language. According to Ramsey & O'Day (2010) there are currently 4.7 million ELLs enrolled in public schools nationwide. This makes up roughly 10% of the national student population. Approximately 94% of ELLs attend public schools that receive Title III funding (Fix & Passel, 2003). Connected to the Title III funds are the requirements as set out by ESEA. Specifically, ESEA now mandates the communication of student progress to their parents in a comprehensible language. While these mandates provide a unified strategy for creating an effective ELL support system, the outcomes vary widely based on the size of the ELL population in each district and concentrations in specific schools or districts. For example, while ELLs accounted for approximately 24% of total K-12 enrollment in 2007-2008 in California, states such as West Virginia enrolled less than 1% (Ramsey & O'Day, 2010). Although funding is determined through a formula which accounts for the variations in ELL enrollment, states with smaller populations struggle to meet ESEA mandates in terms of qualified instructors and effective programming. Because of limits to their funding, the time and depth dedicated to English development programs are becoming increasingly sparse. As quality program decreases, the rate of ELLs not receiving adequate intervention for Language Acquisition and preparation for college climbs. The current education system aims to provide

equitable access to all students. Theoretically, students who are native English speakers or English learners should both take courses making them equally competitive when applying to colleges. In California, students intending to apply to the University of California/ California State University (UC/CSU) system of schools must complete a set of required and approved courses titled the “A-G” requirements. Parrish et al. (2006) pointed out that “The California Education Code establishes that these courses should be seen as minimum requirements for graduation from California high schools” (p. III-42). However, this is not the standardized norm across all schools in California. In fact, Parish et al. (2006) found that “lower percentages of students graduate with these UC/CSU requirements in schools with high concentrations of ELs” (p. III-42). Clearly, while courses may be part of the pathways for all students, English learners are not receiving equitable access as evident in course completion and graduation rates. Therefore, a variety of quality in programming exists to address the academic needs of English Learners. At the end of their high school career, a need exists to explore their college-related self-efficacy to understand their lived experience.

**Role of teachers and faulty rationale.** Students spend the majority of their school day interacting with teachers who are theoretically prepared to engage them in lessons that give them both access to knowledge, but also engage students in constructing new meaning for themselves. While this situation is ideal, it is necessary to consider all the aspects of teacher preparation, program design, and case law previously discussed which impacts what actually goes on in a classroom. Specifically, since the influx of English learners in the United States, and in California especially, there has been an increased focus on preparing teacher candidates to teach with appropriate strategies to address English learners. Gandara, Maxwell-Jolly, and Driscoll (2005) noted that teachers without training aimed at accomplishing this goal do not feel

adequately prepared to provide all students with an equitable experience. She summarizes that “the difference in self-rated ability between teachers with a BCLAD and those without special certification (neither a CLAD nor a BCLAD) was statistically significant in every area of instruction” (p. 12). Teachers feeling unprepared to provide quality instruction adds to the mixture of forces pulling at the quality of the educational experience for English learners. Chapter two further elaborates on the forces at play in multiple aspects of teacher preparation and the inherent biases of teachers in classrooms. Harper and Jong (2004) summarized the situation best by illuminating the irony in the concept that “during the period ELL students are struggling to learn English, they are expected to progress at the same rate as their native English speaking peers” (p. 9). The difference between the ideal concept of providing equitable access to English Learners and the multitude of forces pulling classroom instruction in the opposite direction creates a faulty motivation and rationale for pushing language acquisition.

### **Problem Statement**

In 2008, Charter High School (CHS) officially changed from a district run school to running under a charter management organization. Intervention courses were integrated into the pathways to address an existing gap between student performance and student grade level. Honors as well as advance placement courses were created and integrated into the pathways to raise the rigor and cognitive challenge of students as well as make them competitive in their college applications. The graduation and college attendance rates have steadily risen in most subgroups following the transformation. One program falling outside the traditional pathway is designed for ELLs. Its’ original design graduated students with minimum course requirements and unlikely to pursue a 4 year university following their high school graduation. In 2013, the pathways were modified for these students and aligned to the assumption that all students should

be prepared for college. ELLs now have access to the same courses which make their English speaking peers competitive in the college application process.

However, since the implementation of the college-bound pathway for English learners, there has been no inquiry about their college-related self-efficacy in terms of magnitude, generality, or strength. Additionally, there has been no investigation of possible student needs to enhance college-related self-efficacy. Therefore, both an opportunity and a need exists to study the magnitude, generality, and strength addressing college-related self-efficacy and explore how, if at all, beliefs and attitudes impact the high school experience.

### **Purpose of the Study**

The purpose of this phenomenological study was to explore the college-related self-efficacy of 12<sup>th</sup> Grade English Learners enrolled in a public charter high school in Southern California. College-related self-efficacy is defined as a student's belief that they can attend college.

This qualitative exploratory study was designed to explore the beliefs and attitudes that current senior English Learners have regarding the possibility of attending college. A cross sectional data collection approach was utilized to explore college-related self-efficacy during English Learners' senior year. The senior class of 2016 was the first to experience a high school pathway designed to culminate in ELLs having both the skills and having completed the coursework to make them college-ready and competitive during the admissions process.

## Research Questions

The following research questions will direct this study:

Question 1: What have English Learners who are currently seniors at an urban charter school in Southern California experienced in terms of college-related self-efficacy?

1.1: How do English Learners who are currently seniors at an urban charter school in Southern California describe their college-related self-efficacy?

Question 2: What do English Learners who are currently seniors at an urban charter school in Southern California describe as contexts or situations which have typically influenced or affected their experiences of college-related self-efficacy?

2.1: What do English Learners who are currently seniors at an urban charter school in Southern California believe has most influenced their college-related self-efficacy?

2.2: What do English Learners who are currently seniors at an urban charter school in Southern California believe is needed, if anything, to improve their college-related self-efficacy?

## Theoretical Framework

**Bandura's self-efficacy model.** The theoretical framework guiding this study is Bandura's (1977) self-efficacy model. Bandura defined efficacy as "the conviction that one can successfully execute the behavior required to produce the outcomes" (p. 193). In this study, the definition will be applied to senior English learners who have experiences their high school career via a college bound pathway. Their self-efficacy will be studied as it related to



their beliefs about pursuing college. In his model, Bandura hypothesized that “expectations of personal efficacy determine whether coping behavior will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences” (p. 191). Thus, the framework is multifaceted in how individuals experience the interaction between personal efficacy and challenges during their high school career. Bandura specifically addresses self-efficacy through three lenses: magnitude, generality, and strength. Magnitude refers to a person’s belief that they can perform tasks when they are arranged by level of difficulty or challenge. Generality refers to a general sense of mastery attained from some tasks versus a limited sense of mastery created in others. Strength refers to the ability of setbacks to allow for the wavering of the belief that an individual can be successful. These three dimensions of self-efficacy will be utilized to frame the questions presented to participating students during the interview process.

**Cortes’ contextual interaction model.** Cortes (1986) developed the concept that multiple and independent factors influence English learner schooling and outcomes. Specifically, he described an interaction between the societal context and the school context. The purpose of this study is to focus on the school context which is an interplay of three forms of input: (a) educational input factors, (b) instructional elements, and (c) student qualities. These three intertwined factors function on a feedback loop between school context and outcomes. The scope of this study proposes a deep dive into the school context. Specifically, it aims to investigate how educational input factors alter the landscape of school context and shapes student qualities.

## **Importance of the Study**

The experience of English learners are as varied as are the program designs. Exploring the college-related self-efficacy of English learners might benefit school districts hosting English language development programs by giving them an alternative model for course pathways. This may inform the way school sites and districts approach conceptual program design for English Learners. If programs for English learners are designed with college readiness in mind, they may potentially lead students to have greater college-related self-efficacy in determining a chosen pathway for high school graduation. Additionally, this study may benefit English learners and their families by giving them knowledge of adaptive and culturally responsive program design aimed at addressing the impacts of pathways of adolescent self-efficacy.

The outcomes of this study may add to the literature addressing the relationship between English learners and the educational system which serves them. As early as 1986, Cortes recognized that the interplay of ethnicity and education. He stressed that this relationship “was often ignored by the general public and dealt with intermittently and often superficially by educators” (p. 23). Indeed, while there is a wide range of research relating to program design (Gandara, 1997; Rennie, 1993; Saunders, Foorman & Carlson, 2006; Thomas & Collier, 1997) there is a gap in the literature addressing the interplay of program design and student experience. In terms of program effectiveness, quantitative measures such as standardized test scores dictate the purported effectiveness of a program. Ogbu (1992) pointed out that “In contemporary, urban societies, education for minority groups continues to be a problem in terms of the nature and quality of education, progress in school, and performance on achievement tests” (p. 1). Quality of programming for English learners continues to be an outstanding issue due to the lack of depth analyzing the experience of this student group. Students’ lived experience in any given English

development model may provide depth of understanding to current literature addressing program design.

This study is particularly compelling at this time in two respects. The first consideration is the cost of program design for individual schools and districts. Dedicating the physical space, teaching staff, administrative staff, professional development, and tangible resources necessary to outfit an English development program is costly in nature. Rennie et al. (1993) summarized that effective program design would set up English learners to “progress through school at a rate commensurate with their native-English-speaking peers; and makes the best use of district and community resources” (p. 5). Rennie et al.’s synopsis points out that programs not taking full advantage of a resource such as data points of student perspective to refine practice fall short of creating the best program possible based on resources available. Therefore, completing the proposed study may create a data point otherwise not represented in the literature pertaining to program design. Secondly, Chamot and O’Malley (1994) recounted multiple reasons why English language instruction has not been successful such as “cultural mismatch with the majority culture, failure to provide for initial cognitive and linguistic success in the first language, and inadequate curriculum, instruction, or professional development of teachers” (p. 1). Rather than add to the growing body of literature detailing the failures of the current systems, this study seeks to expand on the lived experience of students for whom the transition from native language to target language has been successful given a specific pathway design aimed at college readiness.

## Operational Definitions and Key Terms

The following terms will be utilized frequently throughout the study:

- *English language learner (ELL)*: Also known as English learners, and used interchangeably. For the parameters of this study, an ELL is a student whose first language is not English. An ELL is a student acquiring English as the target language who has been enrolled in a language development program for less than five years.
- *Long term English learner (LTEL)*: For the parameters of this study, an LTEL is a student whose first language is not English. An LTEL is a student acquiring English as the target language who has been enrolled in a language development program for more than five years.
- *Charter high school*: Comprehensive high school which serves grades 9 through 12. For this study, the school is governed by a charter management organization and allows any student to attend regardless of their home-school or address boundaries.
- *Self-efficacy*: For the parameters of this study, self-efficacy “is the conviction that one can successfully execute the behavior required to produce the outcomes” (Bandura, 1977, p. 193).
- *College-related self-efficacy*: For the parameters of this study, Bandura (1997) defined self-efficacy as “the conviction that one can successfully execute the behavior required to produce the outcomes” (p. 193). College related self-efficacy is the conviction that one can successfully execute the behaviors necessary to attend college.
- *Magnitude*: In terms of measuring self-efficacy, magnitude refers to a person’s belief that they can perform tasks when they are arranged by level of difficulty or challenge (Bandura, 1977).

- *Generality*: In terms of measuring self-efficacy, generality refers to a general sense of mastery attained from some tasks versus a limited sense of mastery created in others (Bandura, 1977).
- *Strength*: In terms of measuring self-efficacy, strength refers to the ability of setbacks to allow for the wavering of the belief that an individual can be successful (Bandura, 1977).

### **Delimitations of the Study**

This study is delimited to one charter high school in Southern California. The sample size will consist of current seniors who have participated in the ELD program for at least two years during their high school experience. Students with interrupted formal education in their primary language will be excluded from the subject pool. Both students who have been reclassified as fluent English proficient and those still having the English learner designation will represent the subject pool. For students who have parental consent and engage in the study, college related self-efficacy will be measured through the lenses of magnitude, generality, and strength as defined by Bandura's (1977) self-efficacy model. Following this model, interviews will be coded for intent, not ability to pursue college.

### **Limitations of the Study**

This study is limited to a small sample size within a single charter management organization spanning 21 schools. A single school site within the charter management organization offers a free-standing English Language Development program based on bi-literacy with remainder of schools functioning under an immersion or hybrid model. Since the sample size is drawn from a single site, the finding of this study may not be generalizable to other school sites. The number of students having experienced a college bound pathway under the English Language

Development program is limited to the current senior class at this time. The number of potential participants is 18. The desired sample size will be 10 and may not represent all students in the target population. The sample will be limited in terms of number of students whose parents provide consent for participation and the number of students who agree to participate.

### **Assumptions of the Study**

This study included the following assumptions: (a) participants are knowledgeable about the college pathway utilized to guide them toward graduation, (b) participants are knowledgeable about requirements necessary for college application, (c) ELLs are capable of attending college given equitable access to college preparatory coursework, (d) ELLs will gain college –related self-efficacy given equitable access to college preparatory coursework,(e) participants will relay attitudes and beliefs generally held by their peer group, (f) participants will be honest about their high school experience during the interview process.

### **Organization of the Study**

This research study is written in five chapters. This chapter includes background of the study, the problem and purpose, importance of the study, definition of key terms, summary of the theoretical framework, research question, limitations, delimitations and assumptions. Chapter two presents a review of the literature, which includes a review of the Theoretical framework, historical background and context for the study, themes summarizing the literature review and a summary to guide the study. Chapter 3 describes the research design, methodology, and rationale. It also discusses instrumentation and validity in terms of data collection, management, and analysis. Chapter 4 presents the study's findings including raw data from the interview and themes identified from merging observational data. Chapter 5 provides a summary of the entire

study, a discussion of findings, conclusions, implications for policy and practice, and recommendations for further study.

## Chapter 2. Review of the Literature

English development programs across the United States are continuously growing in size and complexity. Chamot and O'Malley (1994) pointed out that in some cities, and in particular schools that ELLs are now the majority of the student population. Narrowing in to the location of this study Callahan (2005) estimated that “nearly a third (31%) of California English learners are enrolled in grades 7 to 12” (p. 306). While multiple models of effective English language development programs exist, which will be further discussed in this chapter, modern program initiatives strive for equity. Equity, rather than equality, guarantee the English learner the cognitive challenge assured to native English speakers who have the opportunity to take honors and advanced placement coursework as part of their academic pathway toward college. Darling-Hammond (1992) pointed out that the modern school is charged with “creating the kinds of connections with diverse learners that enable them to construct their own knowledge and develop their own talents” (p. 3). To do so, schools are challenged to create pathways which accomplish rapid language acquisition paired with exposure to cognitively rigorous curriculum and courses.

This study will examine the lived-experience of senior English learners at a charter high-school in Southern California, as they engage in a course pathway aimed at college-admission. Specifically, this study will explore the college-related self-efficacy of a cohort of English Learners who are the first to complete their high-school career with explicit messaging and programming reflecting an expectation that they will be college bound. Data will be collected from multiple semi-structured interviews to study the key variable of college-related self-efficacy.



This chapter presents a literature review related to college-related self-efficacy of English learners. This chapter will present the following parts: (a) the theoretical framework guiding this study, (b) the theoretical model (c) the historical framework surrounding English language programs. The theoretical framework will discuss Bandura's self-efficacy model. The theoretical model will discuss Cortes' contextual interaction model. The historical framework will discuss legal history, funding, the English learner achievement gap, role of teachers, ways in which faculty rationale impacts learning, effectiveness of current programming, thought and language, the acquisition-learning hypothesis, program design elements, and program models.

### **Theoretical Framework**

**Bandura's self-efficacy model.** The theoretical framework guiding this study is Bandura's (1977) self-efficacy model. Bandura defined efficacy as "the conviction that one can successfully execute the behavior required to produce the outcomes" (p. 193). In this study, the definition will be applied to senior English learners who have experiences their high school career via a college bound pathway. Their self-efficacy will be studied as it related to their beliefs about pursuing college. In his model, Bandura hypothesized that "expectations of personal efficacy determine whether coping behavior will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences" (p. 191). Thus, the framework is multifaceted in how individuals experience the interaction between personal efficacy and challenges during their high school career. Bandura specifically addresses self-efficacy through three lenses: magnitude, generality, and strength. Magnitude refers to a person's belief that they can perform tasks when they are arranged by level of difficulty or challenge. Generality refers to a general sense of mastery attained from some tasks versus a limited sense of mastery created in others. Strength refers to the ability of setbacks to allow for

the wavering of the belief that an individual can be successful. These three dimensions of self-efficacy will be utilized to frame the questions presented to participating students during the interview process.

Bandura (2006) further framed self-efficacy by considering development from childhood to adulthood. He discusses the choices that all people make in order to create a feasible pathway for mastery. Specifically, Bandura pointed out that it is not possible to be an expert in all fields. Therefore, “People differ in the areas in which they cultivate their efficacy and in the levels to which they develop it even within their given pursuits” (p. 307). This speaks to the cognitive limits which are present in all new pursuits. Given a limited cognitive bandwidth, both children and adults must make choices about pathways towards mastery. Those decisions are closely linked to the self-efficacy. Zimmerman (2000) clarified that “self-efficacy measures focus on *performance capabilities* rather than on personal qualities, such as one’s physical or psychological characteristics” (p. 83). Therefore, while a person may be a novice for a specific performance task, self-efficacy specifically addresses the possibility of completing a task rather than on characteristics which are required to complete it. This separation between personal characteristics and the potential to engage in behaviors are especially evident during childhood. When children make choices based on their bandwidth, discussed earlier, it creates a roadmap for their future endeavors. Thus, the “self-development during formative periods forecloses some types of options and makes others realizable” (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001, p. 187). For adults, the process of decision making is framed in the options chosen during childhood and developed in favor of other potentials. This study will consider how the decisions framed by the programs designed for English Learners influences their self-efficacy choice patterns.

Self-efficacy is further delineated between what a person's reasonable expectations and the actual outcomes. Bandura (1977) explained that "Outcomes and efficacy expectations are differentiated, because individuals can believe that a particular course of action will produce certain outcomes, but if they entertain serious doubts about whether they can perform the necessary activities such information does not influence their behavior" (p. 193). Self-efficacy, while powerful in prompting action, is influenced by the degree to which a person believes that they can successfully complete necessary actions. In this respect, the concept is closely tied to motivation and perseverance. Faced with inevitable difficulties or challenging scenarios a person can choose how they react. "Unless people believe they can produce desired outcomes by their actions, they have little incentive to act or to persevere in the face of difficulties" (Bandura et al., 2001, p. 187). No matter, the number of outside influences, self-efficacy is founded in the concept that specific actions will cause a reaction or result. This concept, once again reiterates, the link between guided self-efficacy and student development.

A main outside influence for self-efficacy lies in the expert groups to which a person is exposed. Bandura (1977) posited that the belief of specific people who are deemed as reliable or holding expertise shape the perceived self-efficacy of others. He noted that "The more dependable the experiential sources, the greater are the changes in perceived self-efficacy" (p. 191). In addition to self-choice, therefore, labeled expert groups further refine self-perception in terms of self-efficacy. While a single person may meet multiple experts as time passes, Bandura (1977) also noted that "expectations are usually assessed globally only at a single point in a change process as though they represent a static, unidimensional factor" (p. 194). While expectations can be set from a relatively small amount of input at a single point, significantly more input is necessary to outweigh previous self-perception established by prior expert input.

This is accomplished through imbalances between the input of environment and experts with self-perception. Bandura (1977) noted that this “Perceived negative discrepancies between performance and standards create dissatisfactions that motivate corrective changes in behavior” (p. 193). While the link between self-efficacy and behavior is not explicitly examined in this study, it is pertinent to consider the feedback cycle which exists as a result. A discrepancy between expectation, ability, and outcome creates continuous minor changes which shapes the character of young adults who have large amounts of daily input from environment and perceived experts.

While self-efficacy in general is influenced by outside factors, there is also an element of personal choice. Bandura (1977) developed the concept of how people make decisions based on the perceived self-efficacy already established in particular domains. He stressed that “people process, weigh, and integrate diverse sources of information concerning their capability, and they regulate their choice behavior and effort expenditure accordingly” (p. 212). Therefore, self-efficacy as a whole is a balance between the path established during adolescence and the skills which have been developed moving into adulthood. When a person makes the decision to exert effort based on their particular perceived skill set, they have the added benefit of an expectation that they will be successful. Bandura (1977) related exerted effort to self-efficacy by stating that “efficacy expectations are presumed to influence level of performance by enhancing intensity and persistence of effort” (p. 212). Persistence, in this scenario, begins to narrow down from self-efficacy in general to specific beliefs and sub-domains of self-efficacy. Bandura (2006), after considering the general sense of self-efficacy narrows in on the intricacies of measuring specific threads or themes. He posited that “the efficacy belief system is not a global trait but a differentiated set of self-beliefs linked to distinct realms of functioning” (p. 307). Having this

understanding will be instrumental in designing appropriate measurement tools intended to capture the lived experience of students functioning under a wide realm of influences.

Thus far, self-efficacy is discussed as a general concept encompassing all aspects of experience. In reality, there are as many relations to self-efficacy as there are experiences to master. As this study aims to measure self-efficacy Bandura (2006) cautioned that “scales of perceived self-efficacy must be tailored to the particular domain of functioning that is the object of interest” (p. 308). This is especially important when narrowing down a general subject such as education into sub-categories such as perceived intention for specific subjects or sports. Therefore, examining self-efficacy must be done through a carefully created and thorough lens in order to capture a specific theme. Adding to the complication of capturing a specific sub-theme of self-efficacy is the possibility of relationships between similar schemas. Bandura (2006) noted that “when different spheres of activity are governed by similar sub-skills there is some inter-domain relation in perceived efficacy” (p. 308). The domains of self-efficacy can be complex and difficult to distinguish from one another. Additionally, it is difficult to discriminate between experts and influences which influence one sub-domain rather than a group of inter-related concepts. Though there is difficulty in designing the assessment of a particular sub-category of self-efficacy, Bandura (2006) suggested universal guidance for instrument design by stressing that self-efficacy co-exists with the perception of personal capability, he states: “The items should be phrased in terms of *can do* rather than *will do*. *Can* is a judgement of capability; *will* is a statement of intention” (p. 308). Though intention is molded and challenged, it addresses a specific potential rather than ability. Therefore, when parsing out a specific domain of self-efficacy it is necessary to maintain a constant theme of intention and potential rather than capability or competence.

## **Theoretical Model**

**Contextual interaction model.** Cortes (1986) developed the concept that multiple and independent factors influence English learner schooling and outcomes. Specifically, he described an interaction between the societal context and the school context. The purpose of this study is to focus on the school context which is an interplay of three forms of input: (a) educational input factors, (b) instructional elements, and (c) student qualities. These three intertwined factors function on a feedback loop between school context and outcomes. The scope of this study proposes a deep dive into the school context. Specifically, it aims to investigate how educational input factors alter the landscape of school context and shapes student qualities. To understand the relationship between student qualities and school context, Cortes (1986) pointed to the presence of an “ongoing relationship between ethnicity and education. However, until recently this fact was often ignored by the general public and dealt with intermittently and often superficially by educators” (p. 23). To fully understand student qualities, it is necessary to consider how educational input has the potential to create a culturally responsive environment or lack thereof. How a school shapes environment for students creates the next generation of context for English learners. Cortes succinctly summarized that “Students of today become the societal decision makers and context providers of the future. In turn, that future societal curriculum will influence school education of the future” (p. 36). The experience of any student, including those of an English learner is shaped by multiple teachers, classrooms, and sometimes multiple school environments. Considering the changes which arise over time the contextual interaction model molds to integrate the changes and adjust to their interplay. Knowing that each of the three components of the school context are multifaceted and continuously changing it is pertinent to examine “their interaction both at one point in time and dynamically over time, [which] provides the essence of the Contextual Interaction Model” (Cortes, 1986, p. 38). This

model frames the multiple factors necessary in considering in order to understand the landscape of English learners on a college-bound pathway.

## **Historical Framework**

The discussion addressing funding and best pedagogy for ELLs was addressed through national law as early as Title VI of the Civil Rights Act of 1964 which made discrimination based on race, ethnicity, or national origin illegal (Tanenhaus & Gale, 2008). Since this step to address inequities in the education of students learning English as their second language, multiple case laws and federal statutes have emerged to address the attempts to create an effective educational system. A complete understanding of the historical background must, therefore, encompass case law, the most recent Supreme Court rulings, and the current status of state funding for EL programs.

**Legal history.** One of the earliest cases utilized to begin a move toward equity was *Brown v. Board of Education* (1954). This case brought to the forefront a guiding principle that education is a fundamental right and was widely utilized by parents seeking equal opportunities for English learners. In 1974, *Lau v. Nichols* highlighted that equity and equality were not synonymous when considering education. This case shed light on districts not providing adequate access to rigorous curriculum or to English Language Development for students who were learning English as a second language. The U.S. Supreme Court voted in favor of the plaintiff elaborating that simply providing access to the same curriculum and resources as students who spoke English as their primary language was not sufficient to achieve proficiency. Hakuta (2011) stressed that as a result of this case, limited English proficient students "became a protected class, that for these students the same treatment did not constitute

equal treatment" (p. 163). Following this case, there were two explicit areas of educational development to address the needs of ELLs: language acquisition, and standard curriculum. The case of *Castaneda v. Pickard* (1981) elaborated on the benchmarks for quality EL programs even further. The three pronged approach to measuring the quality of EL programs as a result of this case asked effective programs to (a) be based on sound educational theory, (b) have adequate resources for program implementation, and (c) provide continuous assessment to determine if students' English language deficits are being addressed. The first test of this three-pronged approach came during the case of *United States v. Texas* (1982) when the court attempted to apply the sound educational theory portion of the *Castaneda* test. The plaintiff established that portions of the program they were addressing were indeed deficit, but could not demonstrate unsound educational theory as the root cause. Parents addressing the deficits in district EL programs lost additional footing when the case of *Gomez v. Illinois State Board of Education* (1987) established that courts should assume school districts have expertise in their field. In effect, any further trial would stand on the assumption that any EL program implemented by a school district was educationally sound. This assumption was challenged in 1998 in *Valeria G. v. Wilson* where the plaintiff ELLs attempted to stop Proposition 227, discussed further, pushing forward an immersion model. Since, at this point, there was no definitive theory pointing to a best method for attaining language the court remained inactive. Court inaction signaled that a district's EL program would only be out of compliance if absolutely no experts supported its' theoretical base for establishing a program.

The most recent Supreme Court ruling falls under the era of No Child Left Behind (NCLB) act of 2001. NCLB pushed states to improve the way they addressed pedagogy for subgroups. Sutton, Cornelius, and McDonald-Gordon (2012) pointed out that "NCLB was a



signal that the President, as well as the Congress believed that change should come from an improvement in method rather than solely from increased funding” (p. 4). This was the first time the assumption that districts operate on sound educational theory was questioned. During this time, districts were asked to self-assess whether they were making data-driven decisions for the benefit of their English learners. Current legislation mandates that all ELLs meet proficiency through the staffing of highly qualified teachers and consistent parent notification of progress. A mandate, however, does not guarantee the quality of individual programs. Outcomes vary widely depending on the literacy skills students bring with them in their home language. As a result, the short time estimated for ELLs to transition into mainstream classrooms is split between language acquisition, learning literacy skills, and the application of their learning to core subject areas. A closer look at the English language development courses in California reveals that on University of California (UC) and California State University (CSU) applications, they may only count as an elective. Since courses designed to address English Language Development count as an elective, rather than a core course, ELLs often lack the prerequisite courses necessary to consider or pursue post-secondary education.

Under this era of standardized testing and data driven decision making the English Learner Acquisition Act (ELAA) pushes back on the precedent set by case law and endorses parental participation as well as the expansion of options for program delivery. ELAA mandates that students learning English as a second language be held to the same standards of academic rigor as their peers who speak English only. However, the previous thirty years of case law, as detailed earlier, has established the immense difficulty standing in the way of parent involvement. This was confirmed in 2009 in the case of *Horne v. Flores*, a U.S. Supreme court case which set the “troubling precedent that states could use Rule 60(b)(5) to not make fiscal

changes ordered by court ruling based on the loosely defined idea of changed circumstances” (Sutton et al., 2012, p. 35). When parents demanded a change in the way their local district ran English language development programs, and were supported by court decision, the school district was able to maintain current practices through a series of challenges to court decisions. After multiple years of appeals within the court system, the district claimed that the changes originally requested were accomplished through a change in the local funding formula which allowed them to spend more funds on the exact same program they designed. This case illuminated a way that local districts have the opportunity to misuse funding by funneling additional money into a failing program rather than considering redesign to improve results. Funding for English language development programs is further discussed in the following section.

As mentioned earlier, Proposition 227 sets the legislative standard for schools serving ELLs in California. Proposition 227 was passed in June of 1998. The essence of the proposition aimed to considerably change the approach used to educate English learners. Parrish et al. (2006) summarized that Proposition 227 requires that “ELs be taught ‘overwhelmingly in English’ through sheltered/structured English immersion (SEI) programs during a transition period and then transferred to mainstream English-language classrooms” (p. I-1). At the time Proposition 227 was passed there were two disparate opinions on the approach to ELL education. Those supporting native language instruction “recommend the utilization of the students’ native language and mastery of that language prior to the introduction of an English curriculum” (Garcia & Curry-Rodriguez, 2000, p. 2). The opposition recommended “introduction to the English language curriculum ... at the onset of the student’s schooling experience with minimal use of the native language” (Garcia & Curry-Rodriguez, 2000, p. 2). Parrish et al.’s (2006)

summary of Proposition 227 implementation involves 5 years of research identifying the effects on actual school programming. There are two findings which continuously emerge in the findings: (a) most districts continued with the program they already had in place, (b) multiple policy changes happening at the same time make it difficult to assess the impact of Proposition 227. The anecdotal data gathered pointed, overwhelmingly, to confusion around implementation. This resulted in a trend where “in general, districts complied with the legislation by fitting it to the programmatic plans that were already in place in their districts” (Garcia & Curry-Rodriguez, 2000, p. 15). Also, as previously mentioned, other educational policy changes were going into effect. Garcia and Curry-Rodriguez (2000) found that several administrators overseeing the implementation of Proposition 227 reported that, in actuality, “the state’s class size reduction program was reported ... as most influential in its effect on EL instructional services across the state” (p. 41). In summary, Proposition 227 promotes English language instruction with opportunities for the appearance of limited native language as the model for English learners. Its’ effectiveness or benefit is difficult to assess due to muddled implementation by school districts and other educational legislature making an impact in the same time frame.

**Funding.** According to Ramsey and O’Day (2010) there are currently 4.7 million ELLs enrolled in public schools nationwide. This makes up roughly 10% of the national student population. Approximately 94% of ELLs attend public schools that receive Title III funding. Connected to the Title III funds are the requirements as set out by the Elementary and Secondary Education Act (ESEA). Specifically, “ESEA mandates that all students meet state standards, that classrooms in core subjects be staffed with highly qualified teachers, and that parents be notified of their children’s progress, to the extent practicable in a language that the parent can

understand” (p. 2). While these mandates provide a unified strategy for creating an effective ELL support system, the outcomes vary widely based on the size of the ELL population in each district and concentrations in specific schools or districts. For example, while ELLs accounted for approximately 24% of total K-12 enrollment in 2007-2008 in California, states such as West Virginia enrolled less than 1% (Ramsey & O'Day, 2010). Therefore, funding should theoretically fall under one of three categories: categorical aid, weighting of the general formula, or inclusion of ELL funding in the general aid formula. Although funding is determined through a formula which accounts for the variations in ELL enrollment, states with smaller populations struggle to meet ESEA mandates in terms of qualified instructors and effective programming. Districts which have a large number of English learners benefit from English development. Schools having funding for only one teacher, or a fraction of the position often find that applicants are difficult to find. Because of limits to their funding, the time and depth dedicated to English development programs are becoming increasingly sparse. As quality programming decreases, the rate of ELLs not receiving adequate intervention for Language Acquisition and preparation for college climbs. With the wide range of funding comes a wide range of program design. Program design is a balance between the needs of the students, the priority of the school, and the funding available to support English development programs. While varying, English development programs do contain hallmark elements which are discussed below.

**The English learner achievement gap.** English learners are a large and thriving population in California. In fact, Kindler (2002) found that “California enrolled the largest number of public school LEP students, with 1,511,646” (p. 7). The prevalence of English learners is concentrated in early elementary school and early high school. Since English learners are arriving at these times, it follows that the reclassification rates are lowest at the same point.

A student is reclassified when they are proficient in the four language domains: listening, speaking, reading, and writing. Kindler (2002) confirmed this data with his finding that “Rates of reclassification vary noticeably by grade. Reclassification rates are lowest in Grade K-2 and in Grade 9, when many LEP students are entering school systems and may have little or no experience with academic English” ( p. 14). Since the two largest entry points for English learners are the start of Elementary school and the start of high school, there are two specific groups of students that naturally emerge. Students who gain proficiency after entering elementary school in the four language domains are reclassified as fluent English proficient (RFEP). Students who do not attain proficiency in the language domains despite participation in English language development programs remain under the English learner classification. Students who are not able to acquire language after multiple years of instruction inevitably score poorly on standardized tests which measure performance in English. As a result, Fry (2007) found that “The ELL performance gap widens at higher grades” (p. 13). While there is variation among states who measure the performance gap between English learners in their state and their English speaking peers, all states which Fry (2007), examined reported “double digit gaps between white and ELL students and the gap often exceeded 50 percentage points” (p. 17). The numbers in Table 1 represent the percentage of non-English learners scoring proficient minus the proficiency rates of English learners in the same grade level.

Table 1.

*English language learner achievement gap*

English Language Learner to White Student Achievement Gaps in California	
Mathematics Grade 8	Reading Grade 8
48	49

*Note.* The data in this table are from “How Far behind in Math and Reading Are English Language Learners?” by Fry, R., 2007. Retrieved from Pew Hispanic Center: <http://files.eric.ed.gov/fulltext/ED509863.pdf>. Copyright 2007 by Pew Hispanic Center.

Rumberger and Gandara (2004) summarized the reasons why English learners are scoring significantly below their peers and maintaining the achievement gap. They found that the following conditions for inequity exist for English learners:

- inequitable access to appropriately trained teachers;
- inequitable professional development opportunities to help teachers address the instructional needs of English learners;
- inequitable access to appropriate assessment to measure EL achievement, gauge their learning needs and hold the system accountable for their progress;
- inadequate instructional time to accomplish learning goals;
- inequitable access to instructional materials and curriculum;
- inequitable access to adequate facilities;
- intense segregation into schools and classrooms that place them at high risk for educational failure (P. 2036-2048)

The seven inequities summarized above are reflective of the educational input factors within the school context described earlier by the Cortes contextual interaction model. Another contributing factor are the teachers who provide the instructional elements, no matter how inequitable, in the classrooms of the English learner. The way in which teachers frame the educational experience of English learners is further developed below.

**Role of teachers.** Teachers have the most interaction with students out of all personnel on a school campus. They are the primary input method for curriculum and effective instruction. As the primary link to English learners, the quality and attitudes of teachers may greatly impact the success of their respective students. Freeman and Freeman (2002) elaborated that “a number of factors influence how teachers teach. These include their own experiences as students, their teacher education program, their school administration and colleagues, the students, materials and state and federal laws” (p. 71). Federal and state laws, in particular, play a large impact on the way instruction is planned not only in the English learner classroom, but classrooms across the board in the school system. Harper and Jong (2004) pointed out the irony behind taking punitive action against specific schools or specific teachers for “a lack of adequate progress” (p. 9). It is important to consider that the very tests which measure adequate progress in terms of proficiency are administered in English, a language which students are attempting to acquire at the time of testing. This begs the question whether subject specific standardized tests are measuring language proficiency or content knowledge.

The pressure established by inequitable resources and high stakes accountability contributes to the way teachers shape their style in the classroom. “In response to these factors, teachers develop attitudes and beliefs about teaching second language students. Their beliefs often govern how they teach” (Freeman & Freeman, 2001, p. 71). Beliefs are not stagnant

throughout a teacher's career, rather they evolve over time. Freeman and Freeman (2001) found that the components necessary to counteract opinions established by mandated pressure points include opportunities for teachers to reflect on their practice and learn appropriate techniques for meeting the needs of English learners. However, as mentioned earlier, Rumberger and Gándara (2004) established inequitable access to appropriate professional development one of the key factors holding California back from establishing effective programs for English learners.

Effective teachers take into consideration the resources which are available to them, which includes tapping the prior knowledge of the students in their classrooms. Borjian and Padilla (2010) found that by “focusing on students’ strengths rather than their shortcomings, teachers are more likely to create long lasting positive effects” (p. 11). A focus on student strengths, however, is difficult to maintain in the forefront of planning when high performance on standardized tests impacts the rating of teachers and schools. Teachers from other countries have made several recommendations to American teachers when planning instruction for students acquiring English. Recommendations fall within the same general theme of a culturally responsive school, community, and classroom. Borjian and Padilla (2010) noted that “Mexican teachers noted that a low stress learning environment is essential to positive language acquisition and that this should be coupled with the teaching of English skills that will be most useful to students’ success in the classroom” (p. 8). It is difficult to imagine how to create a low stress environment for students who are tasked with acquiring language and content knowledge in multiple courses within a relatively short span of time. However, it is evident from the recommendation that the intent is to foster skills which are transferable among multiple subject areas. Borjian and Padilla (2010) also found the importance of culturally relevant practices within the classroom. They identified that “cultural understanding was viewed as an important



factor in helping students succeed. Seven teachers emphasized that American teachers should incorporate cultural differences when teaching Mexican immigrant children” (p. 7).

Incorporating cultural differences, or having culturally sensitive practices rests in the nature and quality of a teacher’s preparation program. Teachers who are not adequately prepared to address the academic, social, and emotional needs of English learners are under the pressure of systemic inequities and potential repercussions for a lack of academic progress on the part of their students. The teacher’s role, then, lies in balancing the refinement of their craft, between district policy and the ability of their students.

**Ways in which faulty rationale impacts learning.** English learners, compared to their English-speaking peers, have more to accomplish in the same number of years representing formal education. Language acquisition, content knowledge, literacy of social norms must all be accomplished within the span of the school day. Because English learners need additional supports to master content knowledge, a faulty assumption is prevalent that they should be enrolled in remedial courses. Callahan (2005) pointed out that “In theory, remedial curriculum and instruction will bring low-performing students up to par with their peers. In reality, low-track placement frequently results in exposure to less rigorous content and fewer learning opportunities than high-track placement” (p. 307). Low-track pathway placement for English learners is further compounded by the general attitudes of teachers assigned to those courses. Due to low performance expectations “students and teachers in low-track classrooms form weak relationships” (Callahan, 2005, p. 308). While the perception that a lack of proficiency in the target language constitutes a deficit in intelligence, this is exactly the assumption that propels English learners to be enrolled in entry level courses. Callahan (2005) suggested that while this attitude is widespread, it may be subconscious to groups such as teachers, principals, and

counselors who have the most frequent interaction with students. In reality, rigor, rather than remedial coursework results in academic growth.

**Effectiveness of current programming.** The current model for English learners is to maintain their designation until they score proficient in the four language domains: reading, writing, speaking, and listening. However, data suggests that the system is flawed in two respects: criteria for exit and effectiveness of instruction. Callahan (2005) reported that “Sixty-eight percent of the 7<sup>th</sup> to 12<sup>th</sup> grade students taking the California English Language Development Test (CELDT) in 2003 reported having been in California schools 7 years or more” (p. 306). In essence, this data suggests that students who have been exposed to English language development programming during their coursework are failing to master English within the four language domains after seven years of instruction. Considering this data, it is important to process whether the issue is with student language acquisition, the effectiveness of the programs in which they participate, or the exam which grants them exit from the English learner classification. Callahan (2005) cautioned that “If the requirements for exit are too stringent, students can become caught in a vicious cycle. English learner programs often place students in modified instruction programs which translates to less linguistically and academically rigorous instruction than mainstream instruction” (p. 306). To summarize, students require rigorous and cognitively challenging instruction in order to acquire fluency in academic English and to master content. Counterintuitively, the current system places students in courses which are least rigorous to compensate for their inability to master the target language. This in turn creates a cycle of student failure addressed by a failing model.

**Thought and language.** The link between conscious thought and language was explored by Vygotsky (1986) who believes that verbal language and conceptual thought developed

simultaneously. Therefore, both language and content knowledge expand together and must be addressed purposefully when planning language instruction. This link was further developed and expanded when Fay and Whaley (2004) explained that “as we continue to expand our understanding of concepts, our verbal language related to that develops” (p. 16). Similar to Vygotsky’s (1986) proposal, language learning is seen as a cohesive schema which entails both language vocabulary as well as concept understanding. Ultimately, a cohesive schema implies the necessity to address the development of meaning and conceptual understanding. Fay and Whaley (2004) pointed out that “Whether students are reading fiction or listening to a poem, helping them gain meaning should be our ultimate goal” (p. 131). This link between thought and language will frame the discussion of English language development program types.

**The acquisition-learning hypothesis.** Krashen (1982) made the distinction between the two primary formats in which a working expertise in a second language is developed. The two methods identified are acquisition versus learning. Acquisition mirrors the way language is learned and developed by children. Krashen (1982) explained that “language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication” (p. 15). Mirroring the natural way in which language is adopted by children, acquisition has the hallmark qualities of: focus on communication, priority on the spoken language, and production of an ability. The second format, labeled language learning, refers to the “conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them” (Krashen, 1982, p. 15). Succinctly put, language learning focuses on the grammatical rules related to the target language. The hallmark qualities of language learning include: focus on form, a priority on the written language, and production of knowledge. While acquisition

closely mirrors the learning style of children, it can be recreated for rapid language expertise in adults.

**Program design elements.** A review of the literature pertaining to ELLs and the process by which they acquire language resulted in the emergence of three explicit themes. When acquiring language the relevant themes found are metacognition, cognition, and social/affective interaction with others (Chamot & O'Malley, 1994). The remainder of this chapter summarizes how the current body of literature supports and informs language acquisition through these three lenses: (a) metacognition, (b) cognition, and (c) social and affective learning.

The first theme from the literature is the presence of metacognition in language acquisition. Metacognition in language acquisition refers to the awareness and understanding of one's own thought process. It is closely related to self-monitoring which asks the learner to have an objective in mind and keep track of their progress toward the learning objective throughout the learning process. This is a difficult task for English learners due to the increased mental capacity needed to understand an objective, as well as process it in the native, and the target language. Naturally, students who are at the beginning stages of acquiring a new language will engage in thought processes in their native language. Rivers (2010) stressed the importance of utilizing this natural process in the learner's favor rather than forcing an immediate transition to the language being acquired. Rivers suggested that when language acquisition programs focus on giving ELLs "increased linguistic autonomy and [support] in analyzing and making informed language choices, they are able and willing to accept the responsibility which such a position affords" (p 112). Giving a student autonomy in the classroom is, in itself, contradictory to the current practices of a traditional classroom where teachers are present to deliver knowledge while students should be ready to receive it. This process of the teacher offering information,

while the student accepts it, is the opposite of Rivers' suggestion where students have an opportunity to negotiate their understanding of a concept. The concept of autonomy is further elaborated by Breen and Mann (1997) who discussed it as an acquired way of experiencing learning rather than an acquired skill. They explained that "autonomy is not an ability that has to be learned but rather a way of being that has to be discovered" (p. 34). Indeed, student autonomy in thought process is unlikely to exist independently from a teacher setting up an environment for such an experience to occur. This requires the teacher to move from a position of giving knowledge, to the role of facilitator who allows students to discover the autonomous state. Without explicit planning, instruction, and opportunity to engage in authentic autonomous thought and problem solving, there is little opportunity for metacognition to occur. There is, however, an intermittent pathway for students navigating the transition between their native language and the language they are attempting to acquire. Fay and Whaley (2004) suggested that planning for autonomy is necessary and should not be compromised based on the level of student performance. Instead, "ELLs who are new to the group should always have a chance to participate orally, but they may feel comfortable participating only as listeners at first" (p. 27). Acknowledging that a state of autonomy is learned gradually, allowing students the time and space to participate as listeners, gives them the opportunity to experience a lesson in the language being acquired without being forced to dedicate mental capacity to producing oral language. Instead, the focus is on creating one's own schema of understanding for the experience occurring and being aware that learning a language is a gradual and ever changing process. The common thread throughout the literature is the necessity to allow for students to grown their awareness of their own though process and the mechanisms they are employing to acquire language and engage in learning.

In addition to a clear focus on meta-cognition, the second theme emerging from the literature is that of cognition during language acquisition. Cognition in language acquisition refers to interaction with the materials to be learned. As with any form of engagement, the quality and depth of cognitive challenge varies depending on the quality of lesson plan and the expectations and culture of the learning environment. Hung (2014) suggested one option in which “flip teaching enabled ELLs to preview and review the content based on their needs and their own pace ... most learners are more satisfied with learning in a flipped classroom as opposed to a traditional one”(p. 93). In a flipped classroom, the cognitive load of the lesson shifts to the student rather than remaining in the hands of the teacher. By giving students an opportunity to preview content and language, students become more likely to engage in finding solutions rather than waiting for the teacher to transfer knowledge to them. This type of environment, where students become comfortable with the discomfort of the unknown, is especially conducive to acquiring language through academic content. Thomas et al. (1997) explained that teaching with “simultaneous language and content objectives, is clearly superior to limiting the focus of ESL to teaching the structure of the English language” (p. 60). In fact, teaching the structure of language in isolation is counterintuitive. Children learning words in any language for the first time involves more than oral or written language in isolation. Fay and Whaley (2004) referred to language formation and remind the reader that “as we continue to expand our understanding of concepts, our verbal language related to that develops” (p. 16). In other words, our understanding of language grow simultaneously to the connections we form with already established schema. If a teacher takes this into account, lessons have a dual objective of acquiring language as well as content knowledge in synchronicity. Karathanos (2010) stressed that “a critical instructional strategy for teachers to employ in promoting the

school success of ELL students is utilization and support of students' native language in classroom practice" (p. 50). Knowing that students learn language when they interact with the presented material lends itself to practice in both the native language and the language being acquired. Connecting language acquisition to cognitive load in the classroom connects instructional planning with a common thread: "Whether students are reading fiction or listening to a poem, helping them gain meaning should be our ultimate goal" (Fay and Whaley, 2004, p. 31). In gaining meaning from instruction, students will expand not only their understanding of the material presented, but also their ability to communicate their learning in both the native language and the acquired language.

Explicit planning for meta-cognition and cognition is heavily supported by a third theme in the literature: social and affective learning. Social and affective learning in terms of language development means interacting with others to assist learning. Thus far, the first two themes have stressed the importance of students' understanding of their own learning process as well as active interaction with the new ideas and constructs. In order to dynamically gain the ability to express themselves in a forming language, students must have multiple opportunities to practice and demonstrate mastery in communicating with peers and adults. Karathanos (2010) stressed "that promoting use of the native language serve as a pedagogical tool that allows English learners greater access to academic content and the ability to draw on previously acquired skills and knowledge, but this practice also has important psychosocial benefits for students" (p. 50). Balancing between the primary language and the language being acquired is a delicate maneuver. While giving students many avenues to practice acquired ideas and vocabulary enhances the chances of fluency, exclusive use of the acquired language may cut comprehension short. Kindler (1995) elaborated that an effective teacher provides ample supports to bridge the gap

between native language and the target language as well as support social development. “In the absence of appropriate instructional services, limited proficiency in English not only impedes academic progress, but can lead to social isolation as well” (p. 7). Programs which have a significant number of English learners with a common language give students the benefit of a space with peers who are having similar challenges. However, programs which have a limited English learner population often do not have the budgetary leeway to create separate English learner supports, and therefore, are forced to offer an immersion model where an English learner may be alone in a classroom of native speakers. This is counteracted with a common thread for effective interaction was summarized by Thomas et al. (1997) when they narrowed down the descriptors leading to appropriate pedagogy for ELLs. Transition to the target language was most apparent when teachers are “making use of the students’ knowledge and resources from their diverse life experiences in other linguistic and cultural contexts” (p. 62). In this environment “students reached a higher long-term level of academic achievement” (Thomas et al., 1997, p. 62). To summarize, planning for students to interact with peers utilizing multiple languages based on their collective knowledge and experiences allows them to link the language they are acquiring to schemas already developed. This is similar to the way children associate a tangible object or their understanding of an event before learning the word for an item or circumstance. In this respect, valuing interaction in both native and target language allows students to acquire language in a meaningful way. With consideration given to these hallmark practices, multiple models have emerged across the nation.

**Program models.** Six models have historically attempted to address the call to provide ELLs with equity in education. While there are multiple variations on the six major models, the underpinnings of philosophy and implementation are consistent. The six models emerging from



the literature are: (a) dual immersion, (b) late exit with maintenance, (c) early exit, (d) ESL/ELD pull out, (e) English-only with SDAIE and, (f) English-only sink or swim. Each of the models varies in the ratio of English to native language instruction. No specific model has been identified as ideal for ELL. Rather, Rennie et al. (1993) explained that programs which are successful consistently provide “Students with the instruction necessary to allow them to progress through school at a rate commensurate with their native-English-speaking peers; and makes the best use of district and community resources “ (p. 5). In order to create equity in instruction with native English speakers, an ideal program would take advantage of the gains inherent in explicit instruction in the home language, explicit instruction in the target language, and instruction focusing on content. Explicit instruction in the home language takes advantage of the literacy and content skills which may already exist from prior schooling. In order to transfer knowledge gained in the home language, language instruction for the target language is also necessary. Once students have enough functional vocabulary to transfer and apply their previous knowledge in the target language, content instruction in the target language is appropriate. Each of the six models balances between the three components of (a) content, (b) home language instruction, and (c) target language instruction. No single program address all three components as demonstrated in Figure 1. Figure 1 represents the three design elements which emerged from the literature across all six program types. The level of relative implementation with each of these three components and their success is discussed below.

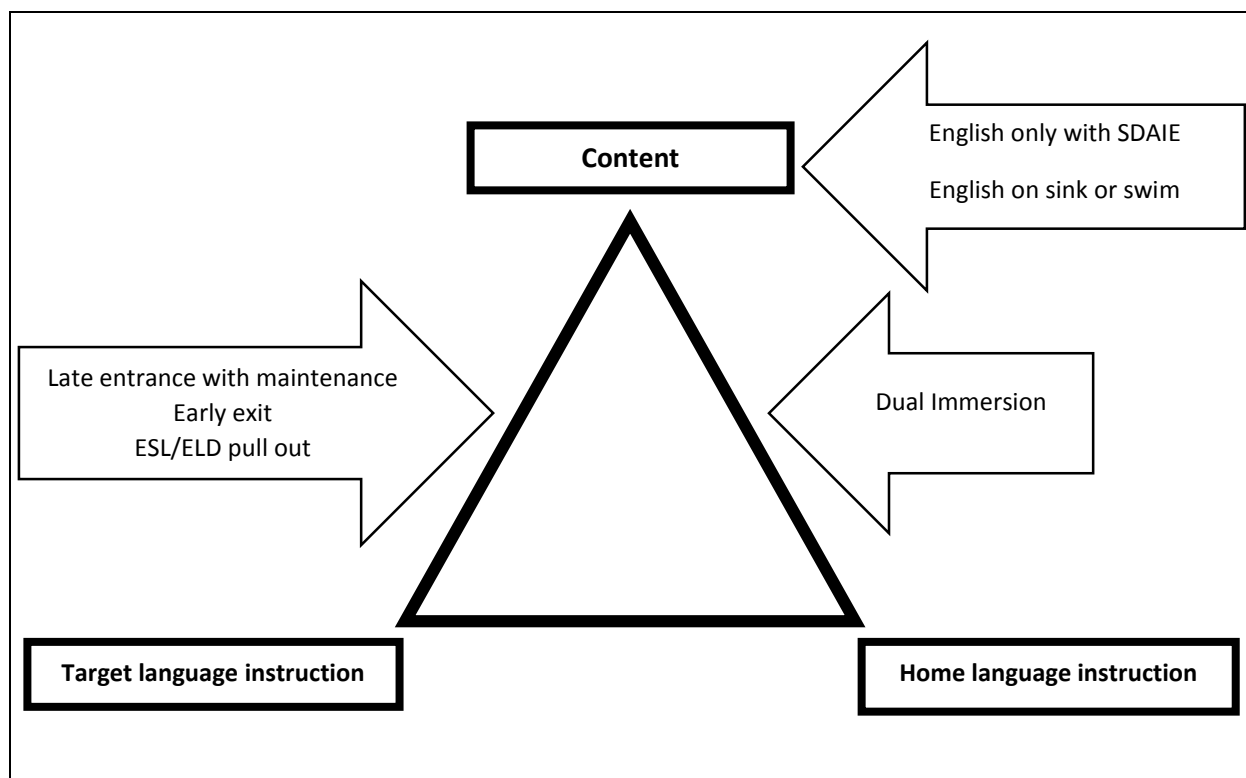


Figure 1. Program design elements.

Dual immersion utilizes two of the three components identified: home language instruction as well as content presented in the target language. The dual immersion model aims to take advantage of previous knowledge and skills acquired from the native language while incorporating learning from curriculum based English instruction. Dual immersion has a wide range of implementation depending on the expertise and background of the teacher as well as the factors influencing the student population and environment of the school. Gandara (1997) stresses that variety in programming aims to address these variances in circumstance. Since variety is inevitable in environment, variety will certainly be evident in program implementation. Therefore, “while no single program is best for all children under all circumstances, a well-implemented bilingual program can provide outcomes ‘at least’ as positive as a well implemented English only program” (p. 4). One contributor to the variance in program implementation is the teacher providing instruction in the classroom. A teacher’s schema

informs instructional planning, and is therefore, impactful on the learning which occurs. Alanis and Rodriguez (2008) took teacher attitude into account by stressing that “As teachers shift their beliefs about second language acquisition to one of enrichment versus one of remediation, the entire focus of the curriculum begins to shift as well” (p. 12). Indeed, acknowledging the wealth of information students know in their primary language, an increased bank of prior knowledge becomes evident. As a result, bilingual programs have the added advantage of utilizing prior knowledge in both the primary language and the target language.

Alternatively, late entrance with maintenance, early exit, and ESL/ELD pullout programs focus on target language instruction paired with content. Specifically, late exit with maintenance programs work on the same premise that taking advantage of the prior knowledge and skills from the native language generally improves performance in the target language. Gandara (1997) emphasized that “When curriculum is well taught, content presented in the primary language transfers to English as students develop their English language skills” (p. 6). In this respect, a late exit approach from instruction in the primary language creates a large base of knowledge which can be transferred as the target language is acquired. However, late exit programs work best for students who have a significant number of years in school ahead of them. Thomas et al. (1997) pointed out that “those arriving after age 12 with good formal schooling in L1, were making steady gains with each of schooling, but by the end of high school, they had run out of time to catch up academically to the native-English speakers, who were constantly pulling ahead” (p. 34). Like most program model for ELLs, additional time allows for shrinking the gap between native speakers and their target language learning counterparts. Unfortunately, due to the variety in ages of immigration it is difficult to perfect this model or test its’ effectiveness.

The early exit model inherently also focuses on target language instruction paired with content, but has a shorter timeline than the late exit with maintenance approach. In this approach, engaging students in rapid language acquisition creates a strain on the supports available from the student's home and family members. Gandara (1997) pointed out that "When children are required to quickly transition to English-only, this commonly results in disruption of the parent-child relationship, loss of parental authority, and the parent's loss of ability to support schooling. This can result in increased delinquency and alienation" (p. 6). The tension created by rapid transition from the home language to the target language is compounded with an expectation for speech production in the target language. Transitional supports for the early exit model gives significantly less merit to developing the skills already mastered in the primary language. In fact, Rennie et al. (1993) pointed out that early exit model programs offer "some initial instruction in the students' first language, primarily for the introduction of reading, but also for clarification." (p. 3). However, utilizing the student's native language for clarification does not take advantage of building content and context through their prior knowledge. While early exit model transitions students quickly to content in the target language, their initial language production is limited to the vocabulary they can quickly acquire rather than supported by the schemas already established in prior years of schooling.

Lastly, ESL/ELD pull out programs are designed on the same premise of target language instruction pair with a focus on content. The pull out program immerses ELL in the environment of the target language with a strong emphasis on acquiring content knowledge. Target language skills are developed through pull out sessions comprising a fraction of the school day. Similar concerns arise to those with the early exit model. Gandara (1997) summarized that "Primary language instruction does not impede acquisition of English, and may even confer certain

cognitive advantages” (p. 5). However, pull out programs make a decision to limit the amount of time students may access prior knowledge in their home language by subjecting them to limit their primary language use to a portion of the day. While in alignment in focus with the programs mentioned, Saunders et al. (2006) stressed that “there is no empirical evidence to suggest whether a separate ELD block is necessary and/or sufficient for teaching and learning English” (p. 3). Indeed, it is counterintuitive to limit a student’s access to skills which have already been developed or knowledge already internalized in favor of relearning the same material without the advantage of language comprehension.

Two additional models designed for ELLs focus primarily on content without intentional focus on target language instruction or home language instruction. English only programs, also known as English immersion, vary in the amount of support provided for content comprehension. English only models with SDAIE, specially designed academic support in English, offer students the benefit of authentic manipulatives to support their content knowledge. This model is most often seen in sheltered classrooms. Rennie et al. (1993) summarized that “Although the acquisition of English is one of the goals of sheltered English and content-based programs, instruction focuses on content rather than language” (p. 4). In this type of classroom, students do not receive explicit instruction for acquiring their target language nor accessing their native language. While this type of program does result in rapid target language acquisition, its’ limited focus on content leaves ELL students trailing behind native speakers. Thomas et al. (1997) pointed out that “As a group, the typical performance of ELLs schooled exclusively in English reaches its maximum at a level substantially below the 50<sup>th</sup> percentile or NCE, the typical performance of the native English speaker” (p. 36). With an immersion program design, students acquiring language struggle to compete with a native speaker performing in the middle

of his cohort. Not surprisingly, a program focused primarily on content does not prepare ELLs to access unfamiliar material by utilizing language skills such as seeking out context clues.

The second model focused primarily on content is the English only-sink or swim model. Similar to the model including SDAIE, there is no explicit training in the target language or the home language. The benefit of SDAIE is also removed while this program asks students to acquire a second language much like they acquired their first: through observation, trial and error, and self-motivated practice. Rennie et al. (1993) pointed out that these “Structured immersion programs use only English, but there is no explicit ESL instruction ... teachers have strong receptive skills in their students’ first language and have a bilingual education or ESL teaching credential” (p. 4). In order to succeed in a pure immersion model, students must heavily trust in, and rely upon the expertise of the teacher to guide them through large units of content without the benefit of comprehending the academic vocabulary necessary to access and interact with content. Results from such programs are similar to those experienced even with SDAIE supports. Thomas et al. (1997) find that:

Students being schooled all in English (L2) move into cognitively demanding work of increasing complexity, especially in the middle and high-school years, their rate of progress becomes less than that of native-English speakers, and thus their performance, measured relative to native-English speaker performance in NCEs, goes down. (p. 36).

This pattern of performance is somewhat intuitive given a basic understanding of language acquisition. Acquiring a language in itself is a difficult and cognitively taxing task. Focusing purely on content while relying on existing student skills for language acquisition sets up a scenario for student performance to lag in language, content, or both.

## **Summary and Implications for English Learner Self-Efficacy**

The intent of the educational system is to serve students to the best of their ability. This is intrinsic in the time and effort which is dedicated to teacher preparation programs. However, “in contemporary, urban societies, education for minority groups continues to be a problem in terms of the nature and quality of education, progress in school, and performance on achievement tests” (Ogbu, 1992, p. 1). This is evidenced by ever growing education and equity gaps between English learners and their English speaking peers. The above literature review addressed the components of the current educational system spanning from beliefs and assumptions to specific practices in the classroom. Six program types were presented which addressed a combination of focuses including: instruction in the primary language instruction in the target language, and content specific instruction. While program types remain consistent across the literature, it is evident that the ineffective systems in place are supported by faulty assumptions that the process of language acquisition is equal to an academic deficit or inability for English learners. This study aims to explore a model which supports the multiple needs of English Learners with an expectation of college attendance. Though sparsely mentioned in the literature, Alvarez & Mehan (2006) point to the concept of “detracking” or serving English learners by engaging them in academic rigor and supplementing their education with a system designed to help both their academic and social development. Detracking, then, has the potential to “propel students from low-income households toward college eligibility and enrollment” (Alvarez & Mehan 2006, p. 2). The nature of how academic rigor and social supports impact student college-related self-efficacy is the central topic of the proposed study.

### **Chapter 3. Methodology and Procedures**

This qualitative phenomenological study explored the college-related self-efficacy of senior English learners enrolled in a public charter high school in Southern California. College-related self-efficacy is defined as a student's belief that they can attend college. A phenomenological design was utilized to describe the lived experience of engaging in a college preparatory course pathway and the effect, if any, it has on the participants. A cross sectional data collection approach was utilized to explore college-related self-efficacy during English learners' senior year. The 2015-2016 senior class was the first to experience a high school pathway designed to culminate in ELLs having both the skills and having completed the coursework to make them college-ready and competitive during the college application and admissions process. The objective of this study was to "focus on describing what all participants have in common as they experience a phenomenon" (Creswell, 2012, p. 76). The intent of this study was not to assign meaning to the mutual experiences of English Learners on a college preparatory pathway, but rather, to describe the essence of their shared narrative.

#### **Research Questions**

The following research questions directed this study:

Question 1: What have English Learners who are currently seniors at an urban charter school in Southern California experienced in terms of college-related self-efficacy?

1.1: How do English Learners who are currently seniors at an urban charter school in Southern California describe their college-related self-efficacy?



Question 2: What do English Learners who are currently seniors at an urban charter school in Southern California describe as contexts or situations which have typically influenced or affected their experiences of college-related self-efficacy?

2.1: What do English Learners who are currently seniors at an urban charter school in Southern California believe has most influenced their college-related self-efficacy?

2.2: What do English Learners who are currently seniors at an urban charter school in Southern California believe is needed, if anything, to improve their college-related self-efficacy?

### **Research Design**

This qualitative study used phenomenological method utilizing semi-structured in-depth interviews with senior ELLs who are completing a college-eligible course pathway in the 2015-2016 academic year. The phenomenological approach calls for the researcher to collect data from persons experiencing the phenomenon from which he “develops a composite description of the essence of the experience for all of the individuals” (Creswell, 2012, p. 76). Creswell (2012) summarized the steps established by Moustakas (1994) in conducting phenomenological research:

In phenomenology the researcher,

- identifies a phenomenon to study;
- brackets out one’s experience;
- collects data from several people who have experienced the phenomenon;

- analyzes the data by reducing information to significant statements or quotes and combines them into themes;
- develops textural description (what participants experienced) and structural description (how they experienced it in terms of the conditions, situations, or context);
- combines textural and structural descriptions to convey an overall essence of the experience (p.80)

Moustakas (1994) focused on mathematician Edmund Husserl's described concept of epoche which Moustakas(1994) and Creswell (2012) refer to as bracketing. In this concept "investigators set aside their experiences, as much as possible, to take a fresh perspective toward the phenomenon under observation" (Creswell, 2012, p. 80). The intention behind bracketing is setting aside the experiences and preconceived notions of the researcher in order to give equal and unbiased weight to the themes emerging from gathered data. While having common experiences with the target group allows the researcher to develop appropriate and targeted questions, it may also bias the design of the study itself. In order to focus the study design, Moustakas (1994) recommended two broad questions to guide research: (a) What have you experienced in terms of the phenomenon? (b) What contexts or situations have typically influenced or affected your experiences of the phenomenon? These questions are aimed at addressing textural and structural descriptions conveyed in the phenomenological process above. Moutakas (1994) built the textural and structural concepts from the noema-noesis relationship in which "the textural (noematic) and structural (noetic) dimensions of phenomena, and the derivation of meanings is an essential function of intentionality" (p. 30). Moustakas once again draws on concepts developed by Husserl (2012) to establish the interconnection between the

textural and the structural concepts. Noesis or the structural refers to “embedded meanings that are concealed and hidden from consciousness. The meanings must be recognized and drawn out” (Moustakas, 1994, p. 69). As such, Noesis refers to the perceptual, conceptual, and memory aspect of an experience. On the other hand, the textural experience refers to the physical or singular perspective. An example of the interplay between the two concepts would be a person’s reaction to the smell of freshly baked cookies. We may see the physical cookie in a shop window (textural) and at the same time remember the taste of cookies we have eaten in the past or the good times we had baking during the holidays (structural). The textural and structural are closely intertwined and difficult to discern without concentrated effort. Knowing that the physical and the perceptual often influence each other, phenomenology aims systematically “eliminate everything that represents a prejudgment, setting aside presuppositions, and reaching a transcendental state of freshness and openness” (Moustakas, 1994, p. 40). In doing so, the systematic approach of transcendental phenomenology proactively addresses the biases of the researcher in design and interpretation of data gathered.

The phenomenological methodology was appropriate for this study as it intended to explore the lived experience of a group having experienced a common phenomenon. Creswell (2013) summarized that the “description culminates in the essence of the experiences for several individuals who have all experienced the phenomenon” (p. 14). The cohort of English learners slated to graduate in the 2015-2016 year were the first group to participate in a pathway aimed at equity in course offerings rather than equality. Previous cohorts experienced equality of course offerings meaning that they could take as many math or science courses as their English only peers. However, course progression toward honors or advance placement sections were limited due to being automatically placed in sections requiring the lowest skills. A change to equity

modified the school's course matrix to include upper level courses offered in a sheltered format to allow access to English learners. As a unique cohort, having been the first English learners to experience course equity, the methodology inherent in phenomenology allows the researcher to "collect data in the field at the site where participants experience the issue or problem under study" (Creswell, 2013, p. 185). Collection in the field, as well as flexibility in qualitative research is necessary to address a novel situation experienced by this cohort. While general questions will be pre-designed to explore their experience based on themes from the literature review, it is necessary for the researcher to be able to modify or re-design questions during the interview process in order to get a an in-depth understanding from the student perspective. Lastly, phenomenology lends itself to this study as it guides the researcher to derive understanding from the group's experience rather than focusing on the experience of a single student.

## **Setting**

This research will take place at a public charter school belonging to a network of 21 charter schools managed by a charter management organization in Southern California. The school was originally established by a local school district but transferred control to the charter management organization. While the school continues to be a comprehensive high school, the campus is broken up into three academies. 9<sup>th</sup> Grade academy houses all 9<sup>th</sup> graders for the campus with the exception of English learners. At the time of the study there were two upper academies which both served grades 10 through 12 but differed in the special programs they hosted. The total enrollment was approximately 1,800 students. One of the upper academies had approximately eight hundred students and was home to the English language development (ELD) program serving the entire campus. According to DataQuest (CA Dept of Education)

during the 2014-2015 school year, approximately 28% of students were designated as English learners. The majority of students in the 28% are long term English learners having held the English learner designation longer than 5 years. The ELD program serving newcomers to the country hosts two cohorts in grades 9 through 12 for a total of approximately 120 students.

Specifically, the change in pathway is focused on the rate of transition from the native language to the target language. For ELs on the new pathway the language transition is structured differently depending on the academic year. In the first year first semester core classes consisting of English, Math, and History are instructed in the native language first quarter and transitioned to a 50% native language, 50% target language split by the end of the academic year. During the second year of instruction, the core classes of English, Math, History, and Science are expected to transition to 75% instruction in the target language by the end of the first semester with support being limited to physical examples or translation for vocabulary unique to a specific course. Additionally, students are afforded the opportunity to finish their four year pathway as an English learner until the age of 22. This is unique to the campus being studied since most students having completed four years are referred to adult education options once turning 18. This is especially important since students who are allowed to stay in the program have the opportunity to complete A-G requirements. A-G requirements are the courses which need to be successfully completed in order to apply to the University of California and California State University system.

Even though the ELD program at the site continues to grow and evolve to serve the needs of the growing English learner population the achievement gap between English learners and their English speaking peers is wide. Table 1 illustrates the achievement gap in rate of proficiency on the last year the California High School Exit Exam (CAHSEE) was administered.

Table 2

*Percent of Students Scoring Proficient or Advanced (CAHSEE)*


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Percent of students scoring at Proficient or Above the 2015 California High School Exit Exam  
(CAHSEE)

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Category	% proficient or above
English Only Students	26%
Initially Fluent English Proficient	50%
Reclassified Fluent English Proficient	52%
English Learner Students	3%
Unknown	19%

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The school site is located in Southern California and serves primarily African American and Latino students. It is designated as a Title I school due to more than 95% of the students being eligible for a free or reduced lunch. The school has been under pressure and close scrutiny since the charter management organization took over: promising higher graduation rates and higher percentages of students attending college. While both the rate of graduation and the rate of college attendance have increased and continue to grow, the achievement gap for English learners is glaring and evident. In 2013, a collaborative effort began between teachers, administrators, and counselors to establish pathways for English learners which would provide equity in access to college preparatory courses. The cohort of students graduating in 2015-2016

would have been the first to have attended the school as English learners on a course pathway designed to get them beyond graduation and into college. As such, they were the first cohort of English learners for whom college attendance, rather than high-school graduation, was an explicit expectation.

### **Population, Sample, and Sampling Procedures**

**Target population.** The target population for this study will consist of all 18 members of the senior English learner cohort at the site. All students in the target population will have experienced a college-bound course pathway for two years of high school. Participants were purposefully selected to include students who were continuously enrolled at the school and, therefore, had a common experience.

**Sample.** Participants in the study included eight English learners who were completing their senior year in the 2015-2016 academic school year. The target sample population included seniors who have been continuously enrolled in the English development program for a minimum of two years. Also, participants should have received their ELD classification upon entry of high school and should not have a history of interrupted formal education.

**Sampling procedures.** In order to recruit students to participate in the study the researcher identified all 18 members of the English Learner cohort completing their senior year in 2015-2016. Since some participants may be minors, an invitation letter was offered to both students and their parents detailing the researcher's background, purpose of the study, and process for collecting data (Appendix F). The letter outline the amount of time participants would be dedicating to the study, and provided a description of the process they would engage in for data collection. When participants agreed to engage in the study, an informed consent form

was be signed. Once again, students who were minors had to have the consent of their parent or guardian in order to participate. Since some parents are not fluent in English, all forms were presented in both Spanish and English. To ensure communication, the researcher's contact information including phone number and email were included on all forms. A translator was available to answer questions for any parents who wish to ask clarifying questions in Spanish. Students interested in participating were asked to make contact with the researcher within 10 days. Creswell (2013) suggested that the appropriate sample size for a phenomenological should range from 3 to 10. The target sample size for this study was 8 to 12 participants. If more students agreed to participate than the desired sample size, a selection process was designed to be utilized to choose students having the most indicators in common, and therefore, having experienced the same phenomenon. Table 2 was designed to screen participants interested in participating. A minimum score of 6 is needed for students to meet the criteria for study participation. If more than 10 subjects would like to participate, students with the top 10 scores will be invited to do so.

Table 3.

*Student Participation Key Elements*



Student Name	Element 1	Element 2	Element 3	Element 4	Total Points
	Nature of enrollment during senior year:	Pathway completion status:	Language designation:	Previous education:	___/8
	Continuous enrollment for 2 or more years: (2 points)	Student taking all courses designed by pathway for senior year: (2 points)	Student designated as English Learner upon enrollment in 9 <sup>th</sup> grade: (2 points)	Student participated in continuous formal education prior to enrollment at school site (2 points)	
	Transient enrollment for a total of 2 or more years: (1 point)	Students taking some courses designed by pathway for senior year: (1 point)	Student designated as English Learner prior to enrollment in 9 <sup>th</sup> grade: (1 point)	Student has experienced interruption in formal education prior to enrollment at school site (1 point)	

This table was not utilized to narrow the sample since only eight students agreed to participate. The sample of students who agreed to participate all started their first year of high-school education as a freshman at CHS. No students had a history of interrupted formal education. Once the necessary number of participants were acquired, the researcher contacted students who were eligible either by phone or in person while they are on the school campus. The consent form was reviewed and participation was verbally confirmed. Students who are legal adults were able to schedule a time and location for the interview. Students who were minors will had parents contacted for a secondary verbal permission to participate and then scheduled with time and location for an interview. Since all interviews were conducted in person, participants were asked to bring their signed consent forms on their scheduled day. A Spanish translator was made available to confirm agreement to participate and translate scheduling time and location to parents.

## **Human Subjects Consideration**

This study was submitted to Pepperdine University's Graduate and Professional School Institutional Review Board for review and approval prior to engaging in research. Additionally, once the researcher received IRB approval, permission for research was obtained from the Charter Management Organization managing the site of proposed research. Lastly, the school site principal was asked for permission to conduct research on their school site. This study followed all protocols and mandates set out by both Pepperdine University's Institutional Review Board and Charter Management Organization in order to ensure protection of human subjects at every phase of research. Participation was voluntary and may have been terminated at any phase of the study. The researcher provided the participants, and their parents when participants were minors, with a letter of introduction and a participation consent form prior to engaging in research. The participation consent form included the nature of the study, description of the participation, researcher contact information, and a statement detailing the insurance of confidentiality. All data that is collected during the interview process will be kept confidential. Pseudonyms were used rather than participant names after consent to participate was submitted. The student identities were known only to the researcher and kept confidential. All data collected during the study was stored on an external hard drive which is password protected. Only the researcher has the password to utilize files stored on the external hard drive. All data pertaining to this study will be deleted from the hard drive five years after the completion of the study.

Student participants faced minimal risk. The consent form described all anticipatable risk which could have occurred during the study. Anticipated risks may have included: (a) anxiety and distress during interview, (b) exploitation or coercion during interview or recruiting process

, (c) misrepresentation of interview following transcription, or (d) breach of confidentiality based on identifiable data participant emotional discomfort. Each risk had a plan to address it as follows. Anxiety and distress during the interview was addressed with the following precautions: participants and guardians of minors are notified before the study that they may terminate participation at any time. If distress or anxiety occurs, participants have the options of taking a break and continuing with the interview, or discontinuing participation without repercussion. Participants and guardians will also be given the opportunity to modify or delete transcript of interview if anxiety or distress occurs after the completion of the interview process. The interviewer was the principal researcher. However, recruitment completed by another administrator from another school campus so that participants do not feel coerced into participation. Possible exploitation or coercion during interview or recruiting process was addressed with the following precautions: The recruiter was not the principal researcher, but rather an administrator from another school campus so that participants did not feel pressured to participate due to a familiarity with the recruiter. Participants had the option to withdraw from the study at any time including: prior to the interview, during the interview, or during transcript review. No compensation of any kind was offered to participants. Possible misrepresentation of interview following transcription was addressed with the following precautions: Once transcribed, interview transcripts were provided to participants by the interviewer for their review. Participants and guardians had explicit directions which give them the opportunity to make corrections or deletions in the transcripts before they were provided to the principal researcher. Possible breach of confidentiality based on identifiable data was addressed with the following precautions: Students participating in the study were given an alpha-numeric identifier by the principal researcher. The principal researcher maintained a list of student names link to

identifiers in order to provide students with transcripts for verification and editing. Once all transcripts were approved, the principal researcher destroyed any documentation linking transcript to personal student identifiers. Transcripts with modifications, if any, are maintained by the principal researcher with the alpha-numeric identifier only. All interview transcripts are maintained as a soft copy on a pass-word protected external hard-drive. Only the principal researcher knows the password to the hard-drive.

### **Instrumentation**

An original interview instrument was developed for the purpose of this study and consists of nine questions pertaining to two research questions and two sub-questions. The interview instrument questions address the research questions posed with additional stems for each of Bandura's (1977) strands of self-efficacy: magnitude, generality, and strength. The specific questions asked during the interview will include: (a) What have you experienced in terms of college related self-efficacy? (b) What contexts or situations have typically influenced or affected your experiences of college related self-efficacy? (c) What experience, if any, is needed to improve your college-related self-efficacy? These semi-structured questions, as Creswell (2013) suggested are intended to elicit a participant's viewpoint. A semi-structured instrument was utilized, as opposed to a structured question protocol, to avoid leading participants towards specific responses. A semi-structured questioning protocol allows for open-ended conversation from the participant and an opportunity to provide information from the student's point of view. Therefore, open-ended and semi structured interviews were planned for this study. Questions were developed by the researcher prior to the interviews. However, their open-ended nature lended the interview toward allowing participants to share their experience. Giving students an opportunity to voice their lived-experience may have provided them with an opportunity to

divulge not only a timeline of events, but also the emotion and interpretation that accompanied their experience. An administrator at the school site as well as the Charter Management Organization's English Language Development specialist reviewed the questioning protocol prior to the interview process to ensure that all aspects of student experience related to program design are represented. The English Language department chair reviewed the interview protocol to ensure the questions are phrased with consideration for cultural proficiency. To ensure that the instrument is reliable and indeed measuring college-related self-efficacy as intended, the questions went through review with the student counselor serving the ELD department. In summary, the interview questions are grouped to assess self-efficacy as recommended by Moustakas (1994) and aligned to the two research questions guiding this study (Appendix H).

### **Data Collection**

Student interviews were conducted with eight English Learners during their senior year. Each interview participant was interviewed once. Interviews were digitally recorded for future review and transcribed at a later date. The interviews were conducted at the school site in a quiet school site location during the agreed-upon time between researcher and student. The location had two access points to ensure that students exiting would not encounter additional participants entering the interview room. Before beginning the interview process, the researcher reviewed the consent form and outlined the purpose of the study. During this time, the researcher also ensured confidentiality to the participant. Each interview was scheduled to last from 45 to 60 minutes. While recording equipment was checked multiple times prior to the start of each interview, Creswell (2013) recommended that the researcher still take notes in the event that equipment fails was followed. The following protocol was utilized for the interview process:

1. Confirm that recording device is functional and fully charged.
2. Greet student and thank them for their time and participation.
3. Offer student choice of snacks and beverages.
4. Collect signed consent form from students.
5. Ensure all minors have a signed consent form from parent or guardian.
6. Verify clarity of consent form and answer any clarifying question posed by student.
7. Review the purpose of the study and explain how the interview will be utilized as data.
8. Review the time commitments of the interview and the format of questioning.
9. Remind the participant that the interview will be recorded and that the interviewer would also be taking notes.
10. Remind the participant that they have the option of answering the questions, declining to answer, or partially answering.
11. Remind the participant that they can request to stop recording the interview process at any time.
12. Begin the recording and identify the participant by pseudonym.
13. Ask each question individually and allow the participant to relay their experience without interruption.
14. Record main points on the interview protocol in order to back up equipment failure.
15. Select unplanned additional questions to elicit additional details from participant response.
16. Complete the interview questions and follow up with offer for participant to add any additional information which is relevant to their experience.

17. Thank the participant for their participation.
18. Provide the participant with a signed copy of their consent form which includes contact information should they have any clarifying questions or comments.
19. Transcribe recorded interview in order to process as data.

## **Data Management**

Qualitative research conducted through open-ended semi-structured interviews may result in a large quantity of data being collected and requiring storage. In order to maintain an appropriate amount of data, the researcher gauged saturation for each research question following each student interview. Checking for saturation ensured that enough data had been collected and also alerted the researcher when additional data was not providing additional depth of understanding to a research question.

To ensure quality record keeping, the researcher labeled all collected recordings with date of recording and student pseudonym. Digital recordings were labeled by date and pseudonym as the title of the file when moved to an external hard-drive maintained by the researcher. Any notes taken during the interview process were labeled and scanned to be stored digitally. Hard copies were immediately destroyed after verification of digital file. The external hard-drive storing data is password protected with only the researcher having access to the files. All physical copies of notes are stored in a secure location outside of the school site where interviews were conducted.

## **Data Analysis**

The data analysis process for qualitative studies is described as a linear hierarchy by Creswell (2013). However, he clarifies that the process of data collection and coding is interactive, and not always linear. The bottom of the hierarchy begins with the gathering of raw data and culminates with the interpretation of the meaning of themes or descriptions which emerge.

This study followed the linear-hierarchical pattern described in Creswell (2013). After the interviews were completed, they were transcribed, provided to students for verification, and prepared for data analysis. Since Moustaka's (1994) theory of self-efficacy is guiding the research questions and the interview protocol, a qualitative codebook with predetermined codes was maintained and expanded during the data analysis process. The qualitative codebook exists in print as well as in soft copy designed as a spread-sheet. Transcripts were read multiple times before it was coded by hand. During transcript readings, the researcher annotated significant quotes and common themes in the margins. Common emerging quotes were coded by designating a word representative of a category. Creswell (2013) suggests that the coding process will enable the researcher to develop a description of the participants, the setting, and categories or theme which will be analyzed. A spreadsheet was utilized to analyze the frequency of themes occurring across interviews. In order to provide additional depth to analysis, the researcher considered how emergent themes may connect to one another. The themes are represented by a guiding narrative to convey the overall finding of each theme. Findings will be discussed in chapter four.

To ensure that the qualitative data the researcher gathered was being coded and categorized into themes with validity, two colleagues which have previously earned their doctorate will be asked to review process and product. Peer debriefing with reviewers who will



have completed a doctoral program which made them competent to review the validity of the research process of qualitative design. Additionally, negative discrepant information was presented to add to the credibility of the findings. Their review helped identify any potential misinterpretations by the researcher as well as missing themes which were not identified in the data. Lastly, reliability safeguards detailed by Creswell (2013) were ensured by checking transcripts for obvious errors made during the transcription, ensuring that there is no drift in coding definitions, and constantly comparing data with the codes.

### **Positionality**

From a personal perspective, I was driven to study the experience of ELLs as a result of my own experience of transitioning to English at the age of eight. Similar to the student population at my school site, I experienced multiple school changes before graduating from high school. In my experience with two elementary schools, two middle schools, and one comprehensive high school I found that the approach to English learners was vastly different and not aligned vertically or even within the same school district. My experience in my first year as an English learner ranged from immersion, to pull out approach, to native language instruction. Every year moving forward consisted of no additional services. I was not re-tested until I transferred districts six years later at which point I was reclassified as fluent English proficient. My clearest memory involving my classification as an English learner arose as a revelation in high school. Because I had been tracked since entering elementary school, I never had access to participate in honors courses. As a result, although I had requested to be on the pathway to take advance placement courses during my junior and senior year, I was denied. I clearly remember my mother and sister having to go through multiple meetings with the principal and guidance counselor to convince them I could perform in a college-bound pathway until the school

acquiesced. Not having participated in the pre-requisite course work, my first year on the pathway was a disaster. I lacked the prior knowledge and skills necessary to survive in honors courses while my peers had been cognitively trained for multiple years. I spent the next summer working with private tutors to gain the skills I needed to survive and thrive on the college track. While incredibly grateful that my parents had the language skills, drive, and capacity to push me from a remedial track to a college bound track, it made me acutely aware of the injustice and inequity inherent in school design for special populations. As a result, my professional career has swayed toward a thread of social justice.

From a professional perspective, I have dedicated over a decade of my career analyzing my own pedagogy as well as studying the practices of peers in their instruction of English learners. Through my work as an inner city teacher, curriculum specialist, and administrator I have discovered the vast nature of inequity present for students belonging to a special population. Taking on my first administrative role opened my eyes to the variation in services provided to English learners across school sites. The English language development program at my school was failing by all indicators. Students exited the program at such a rapid pace that the cohort size remained under twenty for many years. Through efforts to ensure equity and improve program design, the English Language Department now hosts nearly 140 students. Having expanded in a relatively short period of time, I take personal interest understanding the lived experiences of students who are expected to perform at a high cognitive level for the first time in their academic career. The role of administrator forced me to examine the dynamic of English Learners at my school site and distinguish between what was equal, and what was equitable for this student group. This research is significant to me because it has the potential to

provide a scaffold for truly equitable program design for English learners across similar school sites.

## Chapter 4. Results

### Introduction

The purpose of this phenomenological study was to explore the college-related self-efficacy of 12<sup>th</sup> grade English Learners enrolled in a public charter high school in Southern California. College-related self-efficacy is defined as a student's belief that they can attend college.

This qualitative exploratory study was designed to explore the beliefs and attitudes that current senior English Learners have regarding the possibility of attending college. A cross sectional data collection approach was utilized to explore college-related self-efficacy during English Learners' senior year. The current senior class is the first to experience a high school pathway designed to culminate in ELLs having both the skills and having completed the coursework to make them college-ready and competitive during the admissions process.

This study explored college-related self-efficacy of senior ELLs attending a Southern California charter school during the 2015-2016 school year. The following research questions directed this study:

Question 1: What have English Learners who are currently seniors at an urban charter school in Southern California experienced in terms of college-related self-efficacy?

1.1: How do English Learners who are currently seniors at an urban charter school in Southern California describe their college-related self-efficacy?

Question 2: What do English Learners who are currently seniors at an urban charter school in Southern California describe as contexts or situations which have typically influenced or affected their experiences of college-related self-efficacy?

2.1: What do English Learners who are currently seniors at an urban charter school in Southern California believe has most influenced their college-related self-efficacy?

2.2: What do English Learners who are currently seniors at an urban charter school in Southern California believe is needed, if anything, to improve their college-related self-efficacy?

To complete this qualitative study, a phenomenological method including semi-structured in-depth interviews was utilized with senior ELLs who have been continually enrolled for two or more years. Transcriptions of interviews were analyzed individually, filtered into a codebook based on Bandura's (1977) self-efficacy model. Once each of the eight interviews were sorted into the codebook, transcript portions were compared for contradictions or emergent themes to describe the lived experience of English learners having experienced a college going academic pathway.

Both research questions and three sub-questions were addressed by conducting individual, semi-structured, student interviews during the 2015-2016 academic school year. Students interviewed attended the Southern California charter school for a minimum of two years and participated in the English language development program and course pathway. This study followed the linear-hierarchical pattern described in Creswell (2013). After the interviews were completed, they were transcribed and prepared for data analysis. Since Moustaka's (1994)

theory of self-efficacy is guiding the research questions and the interview protocol, a qualitative codebook with predetermined codes was maintained during the data analysis process. The qualitative codebook exists in print as well as in soft copy designed as a spread-sheet with multiple tabs addressing each research question. Transcripts were read multiple times before being coded by hand. During transcript readings, the researcher annotated significant quotes and common themes in the margins. Common emerging quotes were coded by designating a word representative of a category. Creswell (2013) suggested that the coding process will enable the researcher to develop a description of the participants, the setting, and categories or theme which will be analyzed. A spreadsheet was utilized to analyze the frequency of themes occurring across interviews. Two additional experienced coders were asked to verify accuracy of codebook and confirm emergent themes. In order to provide additional depth to analysis, the researcher considered how emergent themes connected to one another. The themes will be represented by a guiding narrative to convey the overall finding of each theme in this chapter.

This chapter is organized by individually addressing both of the study's guiding research questions and three sub-questions as introduced in chapter one. The first section addresses research question one and sub-question one and presents the findings from the student interviews. The second section addresses research question two and sub questions two and three and presents the findings from the student interviews. Each section outlines the data gathered and provides a narrative summarizing the findings.

### **Research Question One Findings**

The first research question aimed to explore senior English learner perceptions of their college-related self-efficacy. Questions one on the interview tool specifically asked students to

identify how they experience college-related self-efficacy through three lenses in Bandura's (1977) self-efficacy model. Specifically, both the interview tool and the code-book categorized student responses through the lenses of magnitude, generality, and strength. Magnitude refers to a person's belief that they can perform tasks when they are arranged by level of difficulty or challenge. Generality refers to a general sense of mastery attained from some tasks versus a limited sense of mastery created in others. Strength refers to the ability of setback to allow for the wavering of the belief that an individual can be successful. Research question one and sub-question one address students' noematic framework, Moustakas (1994), or how they assign meaning to their experience. From 8 verbatim transcripts, 24 key statements were categorized into research question one, and sub-question one. The table below represents student statements for magnitude, generality, and strength stems. The complete table with 24 key statements can be found in Appendix J.

Organizing the phrases into related categories resulted in the emergence of six themes. Table 4 denotes the emerging themes from the eight student interviews for each lens or questioning stem: magnitude, generality, and strength. In relation to research question one and sub-question one, two themes emerged for each of Bandura's (1977) lenses.

Table 4

*Themes Emerging from Question One: High-school Experience*

Magnitude Themes	responses	n	Generality Themes	responses	n	Strength Themes	responses	n
Better life	6	4	Building Capacity	6	5	Choices	6	5
Adult investment	4	4	Metacognition	3	3	Grit	4	4

**Magnitude stem themes.** The magnitude stem of research question one and sub-question one has two themes emerging from an analysis of student responses to interview questions 4: better life and adult investment. The magnitude stem of self-efficacy asks students to consider which tasks they can complete on a spectrum of easy to difficult. Specific student responses are detailed in table 5 and table 6. Table 5 provides student responses for the theme of better life. Table 6 provides student responses for the theme of adult investment.

**Theme 1: Better life.** Table 5 displays student key statements for the magnitude stem theme one: better life.

Table 5

*Student Statements Regarding Theme 1-Better Life*

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Student	Theme 1: Better Life
CHS01	No relevant statement made
CHS02	“I hope so, because I do want to keep my education”
CHS03	No relevant statement made
CHS04	No relevant statement made
CHS05	No relevant statement made
CHS06	<p>“Yes I believe that I can go to college because I need it, I need to continue with my studies and I want to be someone who is successful with my life and that’s what my mom wants.”</p> <p>“ Because I’m an immigrant I don’t have the money, I think about that and at the same time I think about if I’m going I can get my documents and continue my studies and become a police”</p>

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(continued)



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Student	Theme 1: Better Life
CHS07	No relevant statement made
CHS08	<p data-bbox="383 417 1403 594">“ well, when I first came, honestly it was really hard because I didn’t know how to speak English and a lot of people laugh about my accent so that, like, makes me feel like, a way like, don’t try to more, don’t do the best of me, but I believe that I had to keep going, ignore those people because that feeling, that wouldn’t help my trajectory of my education”</p> <p data-bbox="383 632 1403 808">“ mmmm, uhhh, the language, English, I because, this is, if this is hard for me to talk English here, I’m thinking about college, It’s going to be really hard for me. Sometimes, I want to put myself down, but my parents tell me to go because its, it will be good for me and for my future, so yeah. And my teachers really support me to, to keep going and never give up. And yeah”</p> <p data-bbox="383 846 1403 953">“And I’ve been telling myself that I will go to college, it’s going to be hard, it’s not going to be easy, but that’s how life is. We came here, and um, to have more opportunities, that’s why”</p>

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Sub-question one, interview question 4, specifically asked students to consider their college related-self efficacy through the magnitude lens. This lens considers tasks on a spectrum from simple to difficult. Those with strong self-efficacy will be able to identify tasks as difficult, but will have confidence in being able to complete them nonetheless. For example, student CHS08 stated that college is “going to be hard, it’s not going to be easy, but that’s how life is”. With this framing inherent in the interview instrument and also a mindset common to the students being interviewed, the first theme to emerge was a focus on a better life. Multiple students cited going to college as a means to achieve overarching goals. Specifically, students identified college as a gate-way to: professional careers, receiving documentation to remain in the country, ensuring a successful future, creating more opportunities. Thus, the common thread was utilizing college as a means to realizing long term objectives.

**Theme 2: Adult investment.** Table 5 displays student key statements for the magnitude stem theme two: adult investment

Table 6

*Student Statements Regarding Theme Two-Adult Investment*

Student	Theme 2: Adult Investment
CHS01	No relevant statement made
CHS02	No relevant statement made
CHS03	“well, the teachers helped me a lot with my English and writing, reading, so now I can believe that I can go but when I came here I believed that I could not because I didn’t know the language, how to speak, write, read, but now I know that I can, so I know that I can go.”
CHS04	“ um, actually, I’m passing the high school with only 3 years and that makes me feel like maybe I’m not prepared yet to go to college but at the same time I feel like, um, I’m doing a good work and I’m trying hard. It’s difficult for me because, um, I don’t know this is a different culture and I can’t, I feel like I can’t be myself sometimes because I have to speak another language. I’m missing my country so much but everything I’m doing right now its to give back to my parents everything they have given to me. So that makes me feel that I’m prepared and I’m going to make it.”
CHS05	No relevant statement made
CHS06	“Yes I believe that I can go to college because I need it, I need to continue with my studies and I want to be someone who is successful with my life and that’s what my mom wants.”
CHS07	No relevant statement made
CHS08	“ mmmm, uhhh, the language, English, I because, this is, if this is hard for me to talk English here, I’m thinking about college, It’s going to be really hard for me. Sometimes, I want to put myself down, but my parents tell me to go because its, it will be good for me and for my future, so yeah. And my teachers really support me to, to keep going and never give up. And yeah”

While theme one, better life, illuminated student commitment to attending college, the second emerging theme, adult investment, speaks to the ongoing support system necessary for the interviewed students to maintain a high level of college-going self-efficacy. Specifically, the adult investment identified by CHS03 highlights the role a teacher played stating: “teachers helped me a lot with my English and writing, reading, so now I can believe that I can go but when I came here I believed that I could not because I didn’t know the language”. This type of adult investment speaks directly to the magnitude lens of self-efficacy which allows an individual to see the difficulty in a task without wavering in their belief that they can succeed. The two groups repeatedly mentioned by students interviewed were teachers and parents as adult support systems.

**Generality stem themes.** The generality stem of research question one and sub-question one has two themes emerging from an analysis of student responses to interview question 6: building capacity and metacognition. The generality stem of self-efficacy asks students to consider whether they can transfer their proficiency at one task to another. Specific student responses are detailed in table 7 and table 8. Table 7 provides student responses for the theme of building capacity. Table 8 provides student responses for the theme of metacognition.

***Theme 1: Building capacity.*** Table 6 displays student key statements for the generality stem theme one: building capacity.

Table 7

*Student Statements Regarding Theme One-Building Capacity*

Student	Theme 1: Building Capacity
CHC01	“ uh, I have difficult with my language and I’m trying to learn more, If I’m going to college it is going to be hard”
CHS02	“ because you know like when you came here and you don’t know how to speak English it is really hard to get along with people so you feel like you can’t keep going because you don’t know the language and you don’t know how to express yourself and how to talk to people. It is really really really hard”
CHS03	“ I know that in college I have to talk with other people and my teachers and all this stuff, so now that I talk a lot with my teachers I have a new friend that only speaks English so now I, that made me change my mind and think that I have to go”
CHS04	No relevant statement made
CHS05	“ I don’t know how to answer that. I think that I can be in college by passing all the challenges that I have with my language, learning English and being new to the country”
CHS06	“Because I learned English, I don’t speak a lot but I read and write and I know I can do it. When I go to college I will learn more and more”  “ when I come the first time here, in 9th grade, I really was shy, I didn’t talk with anyone and Ms.R told me that I didn’t have to be like that and she, she teach me that I had to speak more and I learned with her class a lot”
CHS07	No relevant statement made
CHS08	No relevant statement made

The generality stem woven into the interview tool asks students to describe implementing the skills they have already acquired in the college setting through question 6. The first theme which emerged from the generality stem points to students viewing their high-school experience as an opportunity to build their capacity in language skills which they mention are necessary to

be successful in college. Specifically, Table 7 serves as evidence that multiple students interviewed consider the ability to express themselves as pivotal to progressing with their studies. Student CHS02 states “you feel like you can’t keep going because you don’t know the language and you don’t know how to express yourself and how to talk to people”. Expression through language, therefore, in both academics and the social realm is identified as a necessary tool as students build their capacity to be successful in college.

***Theme 2: Metacognition.*** Table 7 displays student key statements for the generality stem theme two: metacognition.

Table 8

*Student Statements Regarding Theme 2-Metacognition*

Student	Theme 2: Metacognition
CHS01	No relevant statement made
CHS02	“because you know like when you came here and you don’t know how to speak English it is really hard to get along with people so you feel like you can’t keep going because you don’t know the language and you don’t know how to express yourself and how to talk to people. It is really really really hard”
CHS03	No relevant statement made
CHS04	No relevant statement made
CHS05	“ the experience that I had or learning the new language because that made me feel stronger to continue my education”
CHS06	“I just think what I want to do with my future”
CHS07	No relevant statement made
CHS08	No relevant statement made

The second theme emerging from the generality stem is the concept of student metacognition, or students thinking about the way they are thinking. The interview tool utilized directed students to describe how they could transfer learned skills across tasks through question 6. While the first theme, building capacity, pointed to utilizing skill building as a stepping stone, it is important to note that several student responses pointed to the process of acquiring proficiency before being able to transfer a learned skill across tasks. Student CHS05 considers “the experience that I had or learning the new language because that made me feel stronger to continue my education”. While the end result of skill transfer is important to note under the theme of building capacity, student metacognition concerning their experience also emerges when considering self-efficacy through the generality lens.

**Strength stem themes.** The strength stem of research question one and sub-question one has two themes emerging from an analysis of student responses to question 8: building capacity and choices. The strength stem of self-efficacy asks students to consider the amount of certainty they have about completing a specific task. Specific student responses are detailed in table 9 and table 10. Table 9 provides student responses for the theme of building capacity. Table 9 provides student responses for the theme of choices. Table 9 provides student responses for the theme of grit.

***Theme 1: Choices.*** Table 9 displays student key statements for the strength stem theme one: choices.

Table 9

*Student Statements Regarding Theme One-Choices*

Student	Theme 1: Choices
CHS01	“okay, I’m not sure because my grades is not good, I got F, Cs, Ds, I don’t think so.”
CHS02	“yes kids there when they don’t want to work with me, I can do anything by myself”
CHS03	No relevant statement made
CHS04	“um, maybe, well, I started ESL when I came from 8th grade and I started 10th grade. People told me that I would be here 3 years more and I was like no, I (continued) don’t want to be here three years, I’m old I feel like my age is, should be in college. So, that’s when I had to read more, I had to, I don’t know, do all my work and that helped me to pass the ESL classes in one year. And I came to summer and summer school and that helped me too, and I passed the ELD classes better.”
CHS05	No relevant statement made
CHS06	“hmmm, I see many things, I see people who are destroying their life and I don’t want this, to be ruined. I see many friends, they do drugs, drink, and something like that and they made me think about my life” “ I told my mom yesterday that I can’t, I can’t go because I need to work to help you”
CHS07	No relevant statement made
CHS08	“yeah, there was times when there were things that stop me but, it’s pretty hard, but I did some thinking that things that are negative are not going to hurt me, for me to persevere is the most important and I talked to my teachers and what I can do. But there was people that laugh about me, that you can’t do this, that you are not going to be successful, and they made me feel bad, but I just um, ignored it. Yeah”

The strength stem of college-related self-efficacy focuses on a person’s ability to persevere through challenges. The focus on perseverance was also a driving consideration for the

design of the interview tool. During this portion of the interview, multiple students pointed out the choices they had the opportunity to make based on the experiences they were confronted with in their daily lives utilizing question 8 of the interview tool. These choices included: not going to college due to poor grades, giving up on assignments due to negative peer interactions, joining peers in engaging in recreational drugs and alcohol, being discouraged from completing high-school due to the long time investment or feeling the need to financially contribute to their family. CHS06, a senior just months from high-school graduation continues to consider her choices: “I told my mom yesterday that I can’t, I can’t go because I need to work to help you”. An assumption can be made that once a challenge is overcome, it no longer serves as an obstacle. The student statements about an ongoing struggle to make choices evidence that college-related self-efficacy is an ongoing progress, rather than a singular event

**Theme 2: Grit.** Table 10 displays student key statements for the strength stem theme two: grit.

Table 10

*Student Statements Regarding Theme Two-Grit*

Student	Theme 2: Grit
CHS01	No relevant statement made
CHS02	“yes kids there when they don’t want to work with me, I can do anything by myself.”
CHS03	No relevant statement made

(continued)



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Student	Theme 2: Grit
CHS04	“ um, maybe, well, I started ESL when I came from 8th grade and I started 10th grade. People told me that I would be here 3 years more and I was like no, I don’t want to be here three years, I’m old I feel like my age is, should be in college. So, that’s when I had to read more, I had to, I don’t know, do all my work and that helped me to pass the ESL classes in one year. And I came to summer and summer school and that helped me too, and I passed the ELD classes better.”
CHS05	No relevant statement made
CHS06	No relevant statement made
CHS07	“ um, for example in my second year in high school , um when I was in my English class, um, I think about the difficult part to be in an English class and I don’t know. And now I think like high-school, or college can be hard for me.”
CHS08	<p data-bbox="381 894 1414 995">“ yeah, there was times when there were things that stop me but, it’s pretty hard, but I did some thinking that things that are negative are not going to hurt me, for me to persevere is the most important and I talked to my teachers and what I can (continued)</p> <p data-bbox="381 1041 1414 1142">do. But there was people that laugh about me, that you can’t do this, that you are not going to be successful, and they made me feel bad, but I just um, ignored it. Yeah.”</p> <p data-bbox="381 1146 1414 1251">“And I’ve been telling myself that I will go to college, it’s going to be hard, it’s not going to be easy, but that’s how life is. We came here, and um, to have more opportunities, that’s why.”</p>

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Grit, as it relates to the student statements in table 10, refers to the resolve necessary to maintain positive college-related self-efficacy throughout the high-school experience. This theme emerged from question 8 of the interview tool. While the first theme under the lens of strength considers the choices students could potentially make, the other component of having to make choices on an ongoing basis comprises the emergent theme of grit. Specifically, student CHS08 summarizes that the ongoing choices made are “not going to be easy, but that’s how life is”. CHS02 recalls a time when an English speaking student did not want to work with her in

class: “yes kids there when they don’t want to work with me, I can do anything by myself”. The recollection is rounded with tenacity evident across student statements.

### **Research Question Two: Sub-Question One Findings**

The second research question aimed to identify senior English learner experiences of contexts or situations effecting their college-related self-efficacy. The interview tool utilized specifically asked students to identify which experiences influenced their college-related self-efficacy in questions 2, 3, 5, and 7. Additionally, the tool prompted the students to consider what experiences, if any, were needed to improve their college-related self-efficacy. Once again, both sub questions were conveyed through three lenses in Bandura’s (1977) self-efficacy model. Specifically, both the interview tool and the code-book categorized student responses through the lenses of magnitude, generality, and strength. Magnitude refers to a person’s belief that they can perform tasks when they are arranged by level of difficulty or challenge. Generality refers to a general sense of mastery attained from some tasks versus a limited sense of mastery created in others. Strength refers to the ability of setback to allow for the wavering of the belief that an individual can be successful. Research question two and sub-questions two and three address students’ noetic framework, Moustakas (1994), or how their perception of their experience. From 8 verbatim transcripts, 27 key statements were categorized into sub question two. Following statements relevant to question two will be a description of emergent themes. From 8 verbatim transcripts, 17 key statement were categorized into sub question three. Following statement relevant to question three will be a description of emergent themes. The tables below represents student statements for magnitude, generality, and strength stems. A table with all 27 key statement for sub question two can be found in Appendix K. A table with all 17 key statements categorized under sub-question 3 can be found in Appendix L.

Organizing the phrases in table K into related categories resulted in the emergence of six themes. Table 11 denotes the emerging themes from the eight student interviews for each lens: magnitude, generality, and strength. In relation to research question two and sub-question two, two themes emerged for each of Bandura's (1977) lenses.

Table 11

*Themes Emerging from Question Two: Situations Influencing Experience*

Magnitude Themes	responses	n	Generality Themes	responses	n	Strength Themes	responses	n
Outer voice	4	4	Modeling	3	2	Growth Mindset	6	4
Inner Voice	5	4	Encouragement	7	4	Doubt	4	3

**Magnitude stem themes.** The magnitude stem of research question two and sub-question two have two themes emerging from an analysis of student responses to question 3: outer voice and inner voice. The magnitude stem of self-efficacy asks students to consider which tasks they can complete on a spectrum of easy to difficult. Specific student responses are detailed in table 12 and table 13. Table 12 provides student responses for the theme of outer voice. Table 13 provides student responses for the theme of inner voice.

**Theme 1: Outer voice.** Table 12 displays student key statements for the magnitude stem theme one: outer voice.

Table 12

*Student Statements Regarding Theme One-Outer Voice*

Student	Theme 1: Outer Voice
CHS01	No relevant statement made
CHS02	“what I like to do is like, when I want to help others like with Ms.C. Like I ask for a pass to go to her class and she let me help to the kids that don’t know how to speak English”
CHS03	No relevant statement made
CHS04	No relevant statement made
CHS05	No relevant statement made
CHS06	“Yes I believe that I can go to college because I need it, I need to continue with my studies and I want to be someone who is successful with my life and that’s what my mom wants.”
CHS07	“um, I think that my first year was difficult but now I feel more comfortable to go to college because my teachers tell me that I’m going”
CHS08	“mmmm, uhhh, the language, English, I because, this is, if this is hard for me to talk English here, I’m thinking about college, It’s going to be really hard for me. Sometimes, I want to put myself down, but my parents tell me to go because its, it will be good for me and for my future, so yeah. And my teachers really support me to, to keep going and never give up. And yeah”

Questions two and three of the interview tool point students towards considering events or people of influence which have had an impact on their ability to see themselves completing simple to difficult tasks. While the theme of adult investment under question one focused on description, outer voice under question two focuses on influence. When considering influence, students cite the outer voice coming specifically from teachers and parents which utilizes a variety of messages such as: the impact of continued education on students’ future, helping

peers, or reiterating students' ability to pursue higher education. Interestingly, CHS07 attributes a portion of their college-related self-efficacy to finite statements made by a teacher: "now I feel more comfortable to go to college because my teachers tell me that I'm going". While this statement does not mention skills which would make college coursework accessible, it highlights the impact outer voices have on the shaping of college-related self-efficacy.

**Theme 2: Inner voice.** Table 13 displays student key statements for the magnitude stem theme two: inner voice.

**Table 13**

*Student Statements Regarding Theme Two-Inner Voice*

Student	Theme 2: Inner Voice
CHS01	No relevant statement made
CHS02	No relevant statement made
CHS03	-“well maybe when I started to think about how much it can cost. The money that I have to pay for that, but I know that there is, uh, a lot of financial aid that can help me in paying for those things, yeah.”
CHS04	“ um, I think, um I've had many experiences that makes me think that maybe I am capable of going to college. The first one was passing the CAHSEE when I only had 6 years, or 6 months in the country, and that was one. And then I had to take in 11th grade, I had to take 2 English classes at the same time and that helped me a lot, and I proved to myself that I can do it. And now I'm taking an AP class, I'm taking AP government too which it's helping me, and now I can , I can have conversation with someone which two years ago I wasn't able to do it. So maybe those are the experiences”
CHS05	No relevant statement made

(continued)

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Student	Theme 2: Inner Voice
CHS06	<p>“Yes I believe that I can go to college because I need it, I need to continue with my studies and I want to be someone who is successful with my life and that’s what my mom wants.”</p> <p>“ Because I’m an immigrant I don’t have the money, I think about that and at the same time I think about if I’m going I can get my documents and continue my studies and become a police.”</p>
CHS07	No relevant statement made
CHS08	<p>“mmmm, uhhh, the language, English, I because, this is, if this is hard for me to talk English here, I’m thinking about college, It’s going to be really hard for me. Sometimes, I want to put myself down, but my parents tell me to go because its, it will be good for me and for my future, so yeah. And my teachers really support me to, to keep going and never give up. And yeah.”</p>

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While theme one under the magnitude stem addressed outer voices impacting college-related self-efficacy, theme two considers the inner voice. Inner voice, in terms of interview tool questions two and three addresses the impact self-talk or personal convictions have on shaping student belief that they can go to college. It is important to note that not all inner voice statements are positive from the perspective of the students. CHS08 elaborates: “I’m thinking about college, it’s going to be really hard for me. Sometimes, I want to put myself down” which addresses the emergent them of inner voice. However, in the same statement CHS08 makes a connection with the first theme, outer voice, by continuing that: “I want to put myself down, but my parents tell me to go because its, it will be good for me and for my future, so yeah. And my teachers really support me to, to keep going and never give up”. CHS06 makes a similar connection by stating the impact of the inner voice balanced with the outer voice of parental guidance.

**Generality stem themes.** The generality stem of research question one and sub-question two have two themes emerging from an analysis of student responses to question 5: modeling

and encouragement. The generality stem of self-efficacy asks students to consider whether they can transfer their proficiency at one task to another. Specific student responses are detailed in table 14 and table 15. Table 14 provides student responses for the theme of modeling. Table 15 provides student responses for the theme of encouragement.

***Theme 1: Modeling.*** Table 14 displays student key statements for the generality stem theme one: modeling.

Table 14

*Student Statements Regarding Theme One-Modeling*

Student	Theme 1: Modeling
CHS01	No relevant statement made
CHS02	“my, like, people around me, like my teachers, my mom”  “Um, it was really important to me because I learned more and I started talking to people. What helped me, it was like, when I say something wrong, they never laughed, they just helped me to say it right.”
CHS03	No relevant statement made
CHS04	No relevant statement made
CHS05	No relevant statement made
CHS06	“ with my teachers, they told me that, when they come they were immigrants and they inspired me, and they told me that I can if, I can.”
CHS07	No relevant statement made
CHS08	No relevant statement made

The stem of generality under research sub-question two asks students to consider how their ability to transfer mastery across tasks has impacted their college related self-efficacy in question 5 of the interview tool. The first emerging theme is the concept of modeling. Students in Table 13 specifically note modeling through multiple methods and multiple people. CHS02 recalls receiving meaningful and helpful feedback from peers when acquiring language. CHS06 specifically mentions teachers who display empathy having gone through a similar language acquisition process and having completed college while becoming professionally successful. In both scenarios, the students being interviewed are drawing to attention the examples of success in terms of impact on their college-related self-efficacy.

***Theme 2: Encouragement.*** Table 15 displays student key statements for the generality stem theme two: encouragement.

Table 15

*Student Statements Regarding Theme Two-Encouragement*

Student	Theme 2: Encouragement
CHS01	No relevant statement made
CHS02	No relevant statement made
CHS03	No relevant statement made
CHS04	“um, I think the teachers are, is very important part of uh, for us as a ESL student because they make us realize that we are capable of doing what they believe in and for example, Mr.V, Ms.R, and Mr.R they are examples of immigrants, um , who came to this country and you can see them as your motivation and as a clear example that you can do it.”
CHS05	No relevant statement made

(continued)



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Student	Theme 2: Encouragement
CHS06	<p>“with my teachers, they told me that, when they come they were immigrants and they inspired me, and they told me that I can if, I can”</p> <p>“ when I come the first time here, in 9th grade, I really was shy, I didn’t talk with anyone and Ms.R told me that I didn’t have to be like that and she, she teach me that I had to speak more and I learned with her class a lot.”</p> <p>“push them, work with them, and teach them what you know”</p>
CHS07	<p>“ my English class, at the first time, I feel like scared because I don’t understand English, but now yeah”</p>
CHS08	<p>“Yeah, um. When my English wasn’t good, when I started writing better and the teachers um, they congratulated me and told me that I have been improving even more and it keeps me more to keep going”</p> <p>“ I believe they should really not be scared of speaking English, they should try um, they should be more involved. I was , I had those teachers who told me to never give up, to keep on trying, that I will get accepted to a university and it’s going to be, proudfull, proud”</p>

The second theme emerging from the generality stem under question two is the presence of encouragement. Again, research question two addresses self-efficacy through the lens of impact rather than a personal description as addressed in question one. This is specifically addressed in question 5 of the interview tool. Through this lens, the students interviewed multiple sources of encouragement throughout the phases of language acquisition. Student CHS04 mentions how the English development teachers focused on capability. Student CHS08 mentions verbal accolades received for an improvement in writing. Lastly, student CHS07 describes the transition from fear to understanding in English class. All three students, while having different experiences, have encouragement as a common thread impacting their college-related self-efficacy.

**Strength stem themes.** The strength stem of research question two and sub-question two have two themes emerging from an analysis of student responses to question 7 of the interview tool: growth mindset and doubt. The strength stem of self-efficacy asks students to consider the amount of certainty they have about completing a specific task. Specific student responses are detailed in table 16 and table 17. Table 16 provides student responses for the theme of growth mindset. Table 17 provides student responses for the theme of doubt.

**Theme 1: Growth mindset.** Table 16 displays student key statements for the strength stem theme one: growth mindset.

Table 16

*Student Statements Regarding Theme One-Growth Mindset*

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Student	Theme 1: Growth Mindset
CHS01	No relevant statement made
CHS02	<p>“ ummm, when I was with Ms.U, and I was in English 2b, and Ms.R put me with Ms.V that was like the best thing ever because you know like, there were only people who don’t know how to speak Spanish so I saw myself forced to speak English and that was like the best, that really helped me.”</p> <p>“I don’t know if this is, but I was in Ms.V’s class, it was the second semester I guess, and I was with my partner and he said “Miss, can I sit with someone smarter” and I just put my head down, and she said, she got really mad, and she was like, don’t say that because she got better grades than you. And that made me feel good because he was trying to make me feel dumb, and my teacher, Ms.V, she respond to him.”</p> <p>“believing in myself”</p>

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Student	Theme 1: Growth Mindset
CHS03	“ One of the things was, because I don’t feel prepared at first because I mean I was like shy and I don’t really like to talk a lot and through the years that I am here, so I know that I have to talk more and now I’m doing it, I know that in college I have to talk with other people and my teachers and all this stuff, so now that I talk a lot with my teachers I have a new friend that only speaks English so now I, that made me change my mind and think that I have to go.”
CHS04	“ Maybe at the beginning of the year, um, since I am an undocumented student, someone told me that I should, um, like get married to get papers so I can go to college and I don’t want that, I don’t want to...uhuh, that really hurt me, and I went crying to home because I don’t want to depend on a man to be someone in this country. You know my parents don’t have the money, but I think there is many ways I can do it”
CHS05	No relevant statement made
CHS06	“ hmmm, I see many things, I see people who are destroying their life and I don’t want this, to be ruined. I see many friends, they do drugs, drink, and something like that and they made me think about my life”
CHS07	No relevant statement made
CHS08	No relevant statement made

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The strength stem, question 7 of the interview tool, under research question two asks students to consider the influence of perseverance on their college-related self-efficacy. From this concept, a theme of growth-mindset emerges. A growth mindset describes a frame in which students understand their opportunities for growth and acknowledge that a skill is not accomplished yet, rather than thinking from a deficit mindset. CHS03 recalls “because I don’t feel prepared at first because I mean I was like shy and I don’t really like to talk a lot”. The student further elaborates by comparing the original experience with the current one: “now that I talk a lot with my teachers I have a new friend that only speaks English so now I, that made me

change my mind and think that I have to go”. Similarly, CHS02 mentions the need to continue practicing speaking in English and CHS04 speaks about the need to continuously look for solutions for paying for college. With the assistance of adults on campus, all three students connect through the concept of not having a solution at the time, but continuing to work toward finding one: the growth mindset.

**Theme 2: Doubt.** Table 17 displays student key statements for the strength stem theme two: doubt.

Table 17

*Student Statements Regarding Theme Two-Doubt*

Student	Theme 2: Doubt
CHS01	No relevant statement made
CHS02	“ I don’t know if this is, but I was in Ms.V’s class, it was the second semester I guess, and I was with my partner and he said “Miss, can I sit with someone smarter” and I just put my head down, and she said, she got really mad, and she was like, don’t say that because she got better grades than you. And that made me feel good because he was trying to make me feel dumb, and my teacher, Ms.V, she respond to him.”
CHS03	No relevant statement made
CHS04	“ Maybe at the beginning of the year, um, since I am an undocumented student, someone told me that I should, um, like get married to get papers so I can go to college and I don’t want that, I don’t want to...uhuh, that really hurt me, and I went crying to home because I don’t want to depend on a man to be someone in this country. You know my parents don’t have the money, but I think there is many ways I can do it.”
CHS05	No relevant statement made

(continued)

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Student	Theme 2: Doubt
CHS06	<p>“When I was in Guatemala my mom left me alone with my sister and my grandmother and my father and well I would be alone because my father would be in Honduras and my sister was doing her own thing, I don’t know and yeah.”</p> <p>“ I told my mom yesterday that I can’t, I can’t go because I need to work to help you”</p>
CHS07	No relevant statement made
CHS08	No relevant statement made

The second theme emerging from the strength stem, interview question 7, of research sub-question two is the concept of doubt. While similar to the theme under the same strand in question 1, it is important to differentiate that question two asks students to consider impact on self-efficacy rather than a personal description. Through the lens of impact, students identified multiple examples of feeling doubt in terms of their college-related self-efficacy. Specifically, CHS04 mentions having to rely on another person to accomplish personal goals. CHS06 connects the experience of growing up without a mother to considering not going to college in order to financially support the family. These are both considerations students encounter outside of the normal school day. However, students report these are the circumstances which have an impact on their college-related self-efficacy.

### **Research Question Two: Sub-Question Two Findings**

Organizing the phrases from sub-question three into related categories resulted in the emergence of 4 themes. Table 18 denotes the emerging themes from the eight student interviews for each lens: magnitude, generality, and strength. Magnitude refers to a person’s belief that they can perform tasks when they are arranged by level of difficulty or challenge. Generality refers to

a general sense of mastery attained from some tasks versus a limited sense of mastery created in others. Strength refers to the ability of setback to allow for the wavering of the belief that an individual can be successful. Interview questions 3, 9, 10, and 11 of the interview tool were utilized to address research sub-question 3. In relation to research question two and sub-question three, 4 total themes emerged when considering Bandura's (1977) lenses. Two themes emerged for the magnitude stem, one theme emerged for the generality stem, and one theme emerged for the strength stem. The complete table for sub-question three of student responses can be found in Appendix L.

Table 18

*Themes Emerging from Question Two: Program Improvements*

Magnitude Themes	responses	n	Generality Themes	responses	n	Strength Themes	responses	n
Inclusion	4	4	Skill Immersion	5	4	Unwavering Belief	5	4
College Knowledge	2	2						

**Magnitude stem themes.** The magnitude stem of research question two and sub-question three have two themes emerging from an analysis of student responses to interview question 9: inclusion and college knowledge. The magnitude stem of self-efficacy asks students to consider which tasks they can complete on a spectrum of easy to difficult. Specific student responses are detailed in table 19 and table 20. Table 19 provides student responses for the theme of inclusion. Table 20 provides student responses for the theme of college knowledge.

**Theme 1: Inclusion.** Table 19 displays student key statements for the magnitude stem theme one: inclusion.

Table 19

*Student Statements Regarding Theme One-Inclusion*

Student	Theme 1: Inclusion
CHS01	No relevant statement made
CHS02	No relevant statement made
CHS03	No relevant statement made
CHS04	“I think that the EL students should like, be more involved in the school because when there are , there are activities, well, here there aren’t, they are always like separated and I think they should be like more involved in the school in general.”
CHS05	“make them feel comfortable, that they are the same as other students”
CHS06	No relevant statement made
CHS07	“ I think that they can be more involved with other regular students in English, I don’t know miss”
CHS08	“I think we should be involved in like activities, to um, to be persevere, to try, I don’t know. To make them feel more like they are a part of, included in the class”

Sub-question three within the interview tool asks students to consider how their personal experiences, or the experience of others, may have been different in interview question 3.

Through the questioning stems, they are also asked to consider how the proposed changes would have an impact on their college-related self-efficacy, question 9. Under the stem of magnitude, which asked students to consider improvements for being able to complete tasks ranging from simple to complex, the theme of inclusion emerged. CHS04 and CHS05 specifically mentioned

inclusion as a means to make ELD students feel like a part of the student body as a whole. CHS08 made a connection between the need for inclusion and perseverance previously addressed in question two of the interview instrument. While there was a difference in reasoning with CHS05 stating inclusion begets comfort, while CHS08 argued for perseverance, the common thread was the need for ELD students to feel like they are a part of the school community.

***Theme 2: College knowledge.*** Table 20 displays student key statements for the magnitude stem theme two: college knowledge.

Table 20

*Student Statements Regarding Theme Two-College Knowledge*

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Student	Theme 1: College Knowledge
CHS01	No relevant statement made
CHS02	No relevant statement made
CHS03	“oh maybe give us, talk more about what is college, what college means, and help explain to see which career they can have or maybe just make some presentation about that, about how teachers are in college, those things can help us a lot because we can figure it out, how they are, and how they can teach us about a new things, new experiences.”
CHS04	No relevant statement made
CHS05	No relevant statement made
CHS06	No relevant statement made
CHS07	No relevant statement made

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(continued)



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Student	Theme 1: College Knowledge
CHS08	“ I think that maybe just talk about more college, that can help us when they start to begin because we don’t know what is college so we cannot see how what situation we were, we are going to be. So we have to learn more about college and see how it’s, how it is there, and yeah, because just, learn more about college.”

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The second theme emerging from the magnitude stem of research sub-question three, interview question 9, is college knowledge. While students were able to talk about college-related self efficacy, multiple students identified knowledge about the process of applying and going to college itself as a growth point. CHS08 draws attention to the need to “talk about more college that can help us when they start to begin because we don’t know what college is so we cannot see how what situation we were, we are going to be.” Specifically, the student identifies this as a necessity in order to conceptualize how student current circumstance will lend themselves to college attendance or which areas require extra attention or growth. CHS03 also mentions the need to understand the college experience through the shared experiences of teachers who have attended.

**Generality stem themes.** The generality stem of research question one and sub-question two has one theme emerging from an analysis of student responses to interview question 10:skill immersion. The generality stem of self-efficacy asks students to consider whether they can transfer their proficiency at one task to another. Specific student responses are detailed in table 21. Table 21 provides student responses for the theme of skill immersion.

**Theme 1: Skill immersion.** Table 20 displays student key statements for the generality stem theme one: skill immersion.

Table 21

*Student Statements Regarding Theme One-Skill Immersion*

Student	Theme 1: Skill Immersion
CHS01	<p>“yes, how to do an essay</p> <p>“well, it’s to give me classes that are only in English”</p>
CHS02	No relevant statement made
CHS03	<p>“I made friends out of here, well, my cousin is in college and she told me that college is way different than high school and you can learn more so you can have more experiences and also you can see how the world is different. Because you have more opportunities in works and all those things, and high school, also, I talked with my teachers and they tell me I have to go because it will help me a lot so it can make me go. I think that I can be more important and I can be a better person if I go to college and I have a career.”</p> <p>“um, I maybe think that if I speak more, I can learn and I can talk with my teachers about the class with people also during my presentations with them. So one skill can be talking more English.”</p>
CHS04	“ummm, I think just speaking more, uhuh, to get used to express your feelings in a new language which can be difficult “
CHS05	No relevant statement made
CHS06	No relevant statement made
CHS07	“speaking and writing”
CHS08	“They should, I think they , they should never be afraid of speaking English but it’s hard because I feel that I’m not the same person when I am speaking English because I can’t express how I feel, like when I’m talking in Spanish, I am who I am and I can be myself and what I feel, what I think. It’s not the same, it’s really hard, but they, it’s extremely important in this case, they need to get used to it.”

The generality stem under research sub-question three asks students to consider experiences or situations which may have improved their ability to transfer a capability across

tasks. This is addressed through interview question 10. A common theme emerging from student responses is the need for immersion in the language in order to build proficiency.

Building proficiency, however, is aimed at the ability to express themselves with peers, teachers, and other adults. CHS04 points out that “to get used to express your feelings in a new language which can be difficult.” This point is corroborated by student CHS08 who explains that students “should never be afraid of speaking English but it’s hard because I feel that I’m not the same person when I am speaking English.” While the previous emergent themes have pointed to the academic aspects of the high-school experience, this theme focuses on skill immersion as a means for self-expression.

**Strength stem themes.** The strength stem of research question two and sub-question three has one theme emerging from an analysis of student responses to interview question 11: unwavering belief. The strength stem of self-efficacy asks students to consider the amount of certainty they have about completing a specific task. Specific student responses are detailed in table 22. Table 22 provides student responses for the theme of unwavering belief.

***Theme 1: Unwavering belief.*** Table 21 displays student key statements for the strength stem theme one: unwavering belief.

Table 22

*Student Statements Regarding Theme One-Unwavering Belief*

Student	Theme 1: Unwavering Belief
CHS01	No relevant statement made

(continued)

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Student	Theme 1: Unwavering Belief
CHS02	No relevant statement made
CHS03	“well, in school, I don’t know. But out of school one of my friends that come here, he just left and school and start to tell me that I cannot go because I don’t , I have never going to learn a new language. Well, I don’t believe him because I know that I can, and I know that if I want to, I can do it. So yeah, in school I don’t have one, but outside yes”
CHS04	<p data-bbox="381 636 1398 705">“I don’t know, I think there is a lot of things that make me feel like that maybe I’m not, I’m not ready yet. Um, there are people who always, um, see us as</p> <p data-bbox="381 743 1398 1066">ignorant maybe, or as the people who don’t speak English so they put us in like a box that, um, that makes us feel sometimes not part of the school, that makes us only feel a part of the ESL students, so that’s the difficult part because we have to, we need to socialize with the other students but sometimes they don’t want to. I feel that that can happen in college because maybe I cannot express my feelings the way I want sometimes and like right now I feel weird speaking English because I’m , I feel like it’s not me yet, because I’m speaking English. And I want to be CHS04, I want to be the student I am, but sometimes I can’t because of the language.”</p>
CHS05	No relevant statement made
CHS06	“push them, work with them, and teach them what you know”
CHS07	No relevant statement made
CHS08	<p data-bbox="381 1333 1414 1543">“they can face rejection, and people can look at us like, oh those kids who don’t speak English, who don’t do nothing, just came here basically, they can face that because I faced that and it was really, it really make me feel bad, but that makes me stronger because, um, they believe that I can’t do more, but I believe in myself that I can be successful in my life. They didn’t expect me to finish high school but I’m almost done”</p> <p data-bbox="381 1587 1373 1690">“ their teachers, their family also. Also, there are good examples like we have Mr.R Ms.R, they came like us and they made an example to be successful to persevere”</p>

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The strength stem of research sub-question three, interview question 11, asks students to consider possible changes in situations or experiences which would have impacted their ability to

persevere in their belief about college-attendance. The theme emerging from student responses is one of unwavering belief. CHS03 relates how peers have given up on school and are pressuring friends in the same direction. CHS04 speaks about the struggle to preserve culture and find opportunities to express oneself. CHS08 speaks about the established impression the general student body has about ELD students. Despite these experiences, CHS03, CHS04, and CHS08 maintain an unwavering belief in their ability and are united in their messaging for how their experience, and the experience of future students going through the ELD program, can be improved by harvesting this concept.

## Chapter 5: Discussion of Findings, Conclusions, and Recommendations

### Introduction

ELLs are accounting for an increasingly larger portion of the student population across the United States. According to Ramsey and O'Day (2010) there are currently 4.7 million ELLs enrolled in public schools nationwide. This makes up roughly 10% of the national student population. Students starting schooling in the United States at the high school level have the daunting task of acquiring language as well as gaining proficiency in academic courses within a four year high-school window. Partially due to these demands, Parrish et al. (2006) found that “lower percentages of students graduate with these UC/CSU requirements in schools with high concentrations of ELs” (p. III-42). While there has been a shift in the way law addresses the education of English learners, a gap continues to exist in English learners being prepared to pursue higher education as compared to their English only speaking peers. Hakuta (2011) pointed out the shift for limited English proficient students as they “became a protected class, that for these students the same treatment did not constitute equal treatment” (p. 163). The shift from equality to equity is especially pressing in schools with high concentrations of ELLs, including the school site where this study was conducted. Rather than placing students on remedial course-pathways, it is possible to promote equity of access by building opportunities for limited English proficient students to engage in advanced course-work. Alvarez and Mehan (2006) labeled this practice of preparing all students, including ELLs, to go to college as “detracking”. They emphasize that detracking has the potential to “propel students from low-income households toward college eligibility and enrollment” (p. 2). Indeed, truly planning for English learners with equity in mind shifts the way schools and course matrices are designed at

the school site level. While detracking programs exist, little is known about the way students engage and experience the program. Specifically, their lived experience on a course-pathway designed for college readiness is sparsely represented in the literature.

The drive of this study was to examine the lived experience of ELLs participating in a pilot program aimed at detracking. Specifically, the purpose of this phenomenological study was to explore the college-related self-efficacy of 12<sup>th</sup> grade English Learners enrolled in a public charter high school in Southern California. College-related self-efficacy is defined as a student's belief that they can attend college.

This qualitative exploratory study was designed to explore the beliefs and attitudes that current senior English Learners have regarding the possibility of attending college. A cross sectional data collection approach was utilized to explore college-related self-efficacy during English Learners' senior year. The current senior class is the first to experience a high school pathway designed to culminate in ELLs having both the skills and having completed the coursework to make them college-ready and competitive during the admissions process.

This study explored college-related self-efficacy of senior ELLs attending a Southern California charter school during the 2015-2016 school year. The following research questions directed this study:

Question 1: What have English Learners who are currently seniors at an urban charter school in Southern California experienced in terms of college-related self-efficacy?

1.1: How do English Learners who are currently seniors at an urban charter school in Southern California describe their college-related self-efficacy?

Question 2: What do English Learners who are currently seniors at an urban charter school in Southern California describe as contexts or situations which have typically influenced or affected their experiences of college-related self-efficacy?

2.1: What do English Learners who are currently seniors at an urban charter school in Southern California believe has most influenced their college-related self-efficacy?

2.2: What do English Learners who are currently seniors at an urban charter school in Southern California believe is needed, if anything, to improve their college-related self-efficacy?

To complete this qualitative study, a phenomenological method including semi-structured in-depth interviews was utilized with senior ELLs who have been continually enrolled for two or more years. Transcriptions of interviews were analyzed individually, filtered into a codebook based on Bandura's (1977) self-efficacy model. Once each of the eight interviews were sorted into the codebook, transcript portions were compared for contradictions or emergent themes to describe the lived experience of English learners having experienced a college going academic pathway.

This chapter is organized into five sections. The first section discusses the key findings based on the guiding research questions. The second section will discuss conclusions based on the integration of study findings and the literature review conducted in chapter 2. Section three will establish recommendations for policy and practice based on the results of this study. Section four will make recommendations for further research. Section five will conclude the chapter with final thoughts of study key findings and a personal reflection.



## Discussion of Key Findings

**Research question one.** This section is organized by key findings for each of the three self-efficacy strands identified by Moustakas (1994): magnitude, generality, and strength. Research question one and sub question one, related interview questions 1, 4, 6, and 8, focused on students describing their college-related self-efficacy by considering what meaning they have assigned to situations or experiences through the lenses of magnitude, generality, and strength. The first research question was posed through the noematic framework posed by Moustakas (1994), and, as such concentrated on assigning meaning to situations or experiences.

**Magnitude.** The magnitude stem of question one asked students to describe being able to complete tasks on a spectrum from simple to difficult. This was directly connected to their college-related self-efficacy through prompts designed in the interview protocol. The prompt asked students how they assigned meaning, if at all, to situations or experiences which made them think going to college would be more or less difficult. Questions utilized in the interview protocol to address magnitude for research question one were questions 1 and 4. Six statements were made by students describing how education is a means to a better life. Indeed, Alvarez and Mehan, (2006) echo this sentiment when they identify rigorous high-school coursework for English learners as having the potential to “propel students from low-income households toward college eligibility and enrollment” (p. 2). Students saw college eligibility as a means to ensure their future. Student also identified adult investment as a source of maintaining high college-related self-efficacy. Four statements made by students interviewed elaborated on adults in their lives continuously highlighting the importance of creating opportunity and ensuring a successful future. As such, student meaning of college-related self-efficacy was shaped by both their personal drive as well as the contributions of adults stressing its’ importance.

**Generality.** The generality stem of research question one asked students to describe being able to transfer capability across tasks. This was directly connected to their college-related self-efficacy through prompts designed in the interview protocol in question 6. The prompt asked students how they assigned meaning, if at all, to situation or experiences which made them believe they had gained an advantage in their ability to attend college. Students described the acquisition of language as a means to communicate their knowledge and to self-express, both identified as necessary skills across 6 student responses. Karathanos (2010) pointed out the need to balance native language with the target language being acquired. He points out that some instruction in the native language is a means to give “English learners greater access to academic content and the ability to draw on previously acquired skills and knowledge” (p. 50). Through this thought-process, learning language is illuminated as a process rather a time-bound and finite step from native language instruction to target language instruction. Three students pointed out the metacognitive process which occurs as they make the transition. As they acquire language, they describe an increase in the strength of their college-related self-efficacy.

**Strength.** The strength stem of question one asked students to describe their certainty about being able to perform a task, or their perseverance. This was directly connected to their college-related self-efficacy through question 8 of the interview protocol. The prompt asked students how they assigned meaning, if at all, to situations in which they had to cope with doubt about attending college. Six student responses described the ongoing process of dealing with the experiences which could have derailed them going to college. These experiences ranged from personal commitments, the need to financially support their families, to damaging influence from peers. How students interpreted these experiences closely mirror Bandura’s (2006) hypothesis that “expectations of personal efficacy determine whether coping behavior will be initiated, how

much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences” (p. 191). Indeed, four narratives identified the general concept of grit as a character trait necessary maintain forward motion toward college despite ongoing stimuli to pursue alternative pathways. In summary, students assigned meaning to situations in which they had to cope with doubt by identifying a personal character trait to persevere.

**Research question two: sub-question one.** This section is organized by key findings for each of the three self-efficacy strands identified by Moustakas (1994): magnitude, generality, and strength. Research question two, and sub question two focus on students considering influence to their college-related self-efficacy by considering how they perceived situations or experiences through the lenses of magnitude, generality, and strength. The second question was posed through the Noetic framework posed by Moustakas (1994), and, as such focused on the perceptual framework associated with lived situations or experiences. The interview protocol questions utilized for research question two, sub-question two are: 2, 3, 5, and 7.

***Magnitude.*** The magnitude stem of question two asked students to describe what influences their being able to complete tasks on a spectrum from simple to difficult. This was directly connected to their college-related self-efficacy through question 3 in the interview protocol. The prompt asked students to describe how they perceived, if at all, situations or experiences which made them think going to college would be more or less difficult. Four student responses identified teachers and parents as an outer voice which consistently messaged the positive impact of continuing their education at the high-school level and continuing on to college. Bandura et al. (2001) also made note of changes in student formative years. He explained that the “self-development during formative periods forecloses some types of options and makes others realizable” (p. 187). Considering this important time in their lives, students are

attempting to balance the input from adults with their personal understanding. Five students identified the outer voice, comprised of teachers and parents, being balanced by student inner voice which ranged from doubt to conviction.

**Generality.** The generality stem of question two asked students to describe what influences their ability to transfer capability across tasks. This was directly connected to their college-related self-efficacy through prompts question 5 in the interview protocol. The prompt asked students to describe the influence of experiences or situations, if any, which made them believe they had gained an advantage in their ability to pursue college. Seven student responses were focused on accolades received for progress on high-school skills. This experience encouraged students to continue their academic pursuits. The number of student responses points to the importance of recognition from adults. Specifically, Bandura (1977) posited that the belief of specific people who are deemed as reliable or holding expertise shape the perceived self-efficacy of others. He noted that “The more dependable the experiential sources, the greater are the changes in perceived self-efficacy” (p. 11). In this case, three students pointed out experiences in which teachers shared a similar background with students of language acquisition, completing college, and being professionally successful. Having gone through a similar experience to the English learners in their classrooms, teachers become a default reliable expert group.

**Strength.** The strength stem of question two asked students to describe what influences their certainty about being able to perform a task, or their perseverance. This was directly connected to their college-related self-efficacy through question 7 in the interview protocol. The prompt asked students to describe the influence of experiences or situations, if any, in which they coped with doubt about attending college. The two emerging themes demonstrated the balance

between determination and doubt. Four student statements described the daily considerations outside of the school day which create doubt. The draw of continued education is counter-balanced by all the aspects of language acquisition and home life. Gandara (1997) pointed out that the transition to a target language can be a difficult one, it can “commonly results in disruption of the parent-child relationship, loss of parental authority, and the parent’s loss of ability to support schooling. This can result in increased delinquency and alienation” (p. 6). This consideration illuminates the multiple changes activated for students who are acquiring language, including settings outside the school-day. When addressing coping with doubt created by these changes, six students high-lighted how a growth-mindset has influenced their ability to persevere. Specifically, the approach of acknowledging an obstacle for which no solution is known yet, nevertheless continuing to work toward a solution has maintained student mindset on pursuing higher-education.

**Research question two: Sub-question two.** This section is organized by key findings for each of the three self-efficacy strands identified by Moustakas (1994): magnitude, generality, and strength. Research question two, and sub question three asked students to consider what experiences, if any, were needed to positively impact their college-related self-efficacy. The third question was posed through the Noetic framework posed by Moustakas (1994), and, as such focused on the perceptual framework associated with lived situations or experiences. Research question two, sub-question three was addressed through questions 3, 9, 10, and 11 of the interview tool.

***Magnitude.*** The magnitude stem of question two asked students to describe what influences their being able to complete tasks on a spectrum from simple to difficult. This was directly connected to their college-related self-efficacy through question 9 in the interview

protocol. The prompt asked students to describe what experiences, if any, would have improved their belief in their ability to pursue college? Four student statements pointed toward the necessity for inclusion in the general education population. Specifically, English learners participating in the interview protocol identified the need for students completing the ELD program to become a part of the school community. A necessary consideration is the language gap between students beginning to acquire language and their English only peers. Fay and Whaley(2004) explained that “as we continue to expand our understanding of concepts, our verbal language related to that develops”(p. 16). The transition from ELD cohorts in the first two years of the program to integration during junior and senior year is also a transition in student ability to engage with English speaking peers. Two student interviews connected the need for inclusion with the additional time dedication necessary for ELD students to learn more about the college experience and application process. The college knowledge instruction designed for English only students, is not meeting the needs of English learners at the conclusion of their senior year.

**Generality.** The generality stem of question three asked students to describe what influences their ability to transfer capability across tasks. This was directly connected to their college-related self-efficacy through question 10 in the interview protocol. The prompt asked students to describe what additional learned skills, if any, would have improved their belief in their ability to pursue college. Five students described the necessity of immersion in the language being paired with ongoing opportunities to practice. They described how immersion paired with practice would improve social and academic aspects of their high-school experience. Cortes (1986) pointed to the presence of an “ongoing relationship between ethnicity and education. However, until recently this fact was often ignored by the general public and dealt

with intermittently and often superficially by educators”(p. 23). Student statement gathered from the interview protocol identify the need for additional opportunities to practice language as a form of self-expression and making connections with peers. In their senior year, five interview statements pointed to a lack of planned opportunities to practice language and make academic and social connections.

**Strength.** The strength stem of question two asked students to describe what influences their certainty about being able to perform a task, or their perseverance. This was directly connected to their college-related self-efficacy through question 11 in the interview protocol. The prompt asked students to describe what opportunity to persevere, if any, would have improved their belief in their ability to pursue college. Five student interview statements expressed the need for a message of unwavering belief in ELD student ability to pursue college throughout the acculturation process. Specifically, students identify ongoing conversation about different ways to persevere as a component needing additional attention. Borjian and Padilla (2010) found that by “focusing on students’ strengths rather than their shortcomings, teachers are more likely to create long lasting positive effects” (p. 11). Similarly, senior ELLs are identifying a need to focus on leveraging student abilities and strengths in order to discuss and model options for perseverance. This can be communicated through the emerging theme in student responses: an unwavering belief in their ability to pursue college.

## **Conclusions**

Nine total conclusions resulted from an analysis of the findings related to data collected. Three conclusions emerged from the findings of research question one and sub-question one. Six conclusion emerged from the findings of research question two, sub-questions two and three.

**Conclusion one.** Explicit and planned adult investment in ELD student success influences how students interpret the impact of pursuing continued education on their lives. Student responses to the magnitude stem of question one, sub-question one suggested that students describe education as a means to a better life. Four statements were made by students detailing their beliefs about the impact of education. Student CHS08 elaborates: “my parents tell me to go because its, it will be good for me and for my future”. Students identify adult investment and guidance as a source of maintaining high college-related self-efficacy. It also suggests that the messaging coming from adults impacts the way students think about self-efficacy. The concept of education as a gateway to a better life is supported by Alvarez and Mehan (2006) who identified rigorous coursework as a means to “propel students from low-income households toward college eligibility and enrollment” (p. 2). Similar to the student and parent thought process, Alvarez and Mehan identify education as a means to additional opportunities through the college pathway. Rigor, therefore, paired with college bound expectations from adults shapes the way in which students identify and value education.

**Conclusion two.** Language acquisition impacts the ability to communicate both academic and social-emotional growth. As language improves, the communication of college-related self-efficacy also improves. Student responses to the generality stem of question one, sub-question one, suggest that students describe learning language as a means to communicate their academic knowledge as well as an opportunity to self-express. Student CHS02 communicates the impact of communication in the target language: “English it is really hard to get along with people so you feel like you can’t keep going because you don’t know the language and you don’t know how to express yourself and how to talk to people”. This student’s experience points to the need for meaningful and accessible opportunities to engage with peers



and curriculum throughout the language acquisition process. This is supported by Karathanos (2010) who points out the need to balance native language with the target language being acquired. He elaborates that some instruction in the native language is a means to give “English learners greater access to academic content and the ability to draw on previously acquired skills and knowledge” (p. 50). Therefore, ongoing opportunities for communication are a necessary piece of the planning process for students acquiring language. Planned engagement protocols offer students the opportunity to practice not only their language skills, but also expressing their academic and social development.

**Conclusion three.** Student perspective suggests that personal efficacy and college-related self-efficacy have a shared set of traits which are related and impact each other across the multiple aspects of pursuing college. Therefore, the ability to persevere and pursue higher education can be drawn from experiences in personal-self efficacy and transferred to student belief that they can pursue college. Student responses to the strength stem of question one, sub-question one suggest that students describe an ongoing process of dealing with the experiences which have the potential to derail their ability to pursue higher education. When confronted with having to marry in order to attend college, student CHS06 drew a connection between her ability to attend college, having the documentation necessary to pursue higher education, and her college-related self-efficacy: “I went crying to home because I don’t want to depend on a man to be someone in this country. You know my parents don’t have the money, but I think there is many ways I can do it”. Analysis of student dialogue demonstrates the connection being made between overcoming challenges in their personal life, and utilizing that experience of perseverance to influence their commitment to higher education. The connection made by this student closely aligns with Bandura’s (2006) hypothesis that “expectations of personal efficacy

determine whether coping behavior will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences” (p. 191). To summarize, student personal self-efficacy and the experiences they have with perseverance do not exist in isolation. Rather, students draw from their ability to persevere and find solutions in their personal lives to contribute to the strength of their college-related self-efficacy.

**Conclusion four.** Students perceive their college-related self-efficacy as a choice they are making based on the balance between internal and external input. Student responses to the magnitude stem of question two, sub-question two suggest that students identify teachers and parents as an outer voice which consistently messages the impact of having an education. They also identify the outer voice being balanced by student inner voice which ranges from doubt to conviction about their ability to pursue higher education. Student CHS06 summarizes the balance when stating: “I believe that I can go to college because I need it, I need to continue with my studies and I want to be someone who is successful with my life and that’s what my mom wants.” As such, students are identifying the influence of a balance between their personal understanding and the input of outside sources. Bandura et al. (2001) also made note of the impact of influence in student formative years. He explains that the “self-development during formative periods forecloses some types of options and makes others realizable” (p. 187). Analyzing the set of student responses from table 12 and Table 13 details how students are reconciling their personal beliefs with input from outside sources such as parents for CHS06. The combination of student aspirations with external input contributes to their belief in whether they can pursue higher education.

**Conclusion five.** As default experts for ELLs, teachers are in a position to impact ELD student college-related self-efficacy. Student responses to the generality stem of question two,

sub-question two suggest that teachers serve as models of language acquisition, college success, and professional success. Additionally, accolades received from this group related to progress on high-school skills encourages students to follow their example on a pathway to college. CHS04 details how teachers help student realize “that we are capable of doing what they believe in and for example, Mr.V, Ms.R, and Mr.R they are examples of immigrants, um, who came to this country and you can see them as your motivation and as a clear example that you can do it”. Having experienced the impacts of being an immigrant, acquiring language, and pursuing higher education, the adults expressing mutual empathy for ELD students are viewed as experts in the experience. Bandura (1977) elaborated on the power of teachers making connections to the student experience. He noted that “The more dependable the experiential sources, the greater are the changes in perceived self-efficacy” (p. 11). Having experiences the same challenges of immigration, language acquisition, and pursuing higher education, teachers serving the interviewed students have empathy and mutual understanding propelling them forward as a source of expertise, or a trusted expert group. Being in this position, teachers have the ability to influence ELD student college-related self-efficacy.

**Conclusion six.** College-related self-efficacy is impacted by factors outside the school campus and outside the school-day. Student responses to the strength stem of question two, sub-question two suggest that daily considerations outside of the school day create ongoing doubt for ELD students. Doubt is counter-balanced by a growth-mindset. This mindset makes students solution oriented when encountering challenges or deficits. Specific challenges overcome by students with the use of a growth-mindset include negative peer relations, the need to financially support their family, or members of the ELD cohort choosing not to complete their studies. CHS06 described the multiple distractors which have taken her peers away from education: “I

see many things, I see people who are destroying their life and I don't want this, to be ruined. I see many friends, they do drugs, drink, and something like that and they made me think about my life.” In addition, the same student reported feeling the need to support her family by working rather than continuing her education (Table 16). Literature review in chapter two also detailed the impact of acquiring a new language on student and family dynamics. Gandara (1997) pointed out that the transition to a target language can be a difficult one, it can “commonly results in disruption of the parent-child relationship, loss of parental authority, and the parent’s loss of ability to support schooling. This can result in increased delinquency and alienation” (p. 6). When looking at the totality of the ELD student experience, analysis of student responses suggests that their experiences outside of the school day have an impact on the way they interpret their high-school experience and the choices that they make. While a growth-mindset can orient students toward finding solutions, ultimately their college-related self-efficacy is impacted by factors outside the school day, and outside the campus.

**Conclusion seven.** ELD students need additional time outside of their senior year to understand the college experience and application process as a means to integrate into the general community of students. Student responses to the magnitude stem of question two, sub-question three suggest that ELD students feel the need to be a part of the school community. The high-school experience culminates during the senior year when students go through the college application process. CHS03 stresses the importance of participating in this senior activity: “I talked with my teachers and they tell me I have to go because it will help me a lot so it can make me go. I think that I can be more important and I can be a better person if I go to college and I have a career.” CHS08 adds the need to “talk about more college, that can help us when they start to begin because we don't know what is college so we cannot see how that situation we

were, we are going to be”. As they become part of the school community, there is a desire for more time to be afforded to join and gain a strong fundamental understanding in the college going culture which exists on campus. Since English learners transition from a native language to a target language over time, they miss opportunities afforded to native speakers who can process and participate in the college knowledge and culture throughout all four years of high school. Fay and Whaley (2004) explained that “as we continue to expand our understanding of concepts, our verbal language related to that develops” (p. 16). Therefore, in addition to comprehension in the target language improving over time, the ability to express ideas and ask clarifying questions also improves in the last two years of high school. Using this concept from the literature review, analysis of the student responses would suggest that ELD students need an expanded opportunity to gain college knowledge as a means of integrating into the student culture.

**Conclusion eight.** ELD students view the opportunities afforded to practice language as a key component of academic and social acculturation. Student responses to the generality stem of question two, sub-question three suggest that students would prefer additional language immersion opportunities. CHS08 specifies that peers should practice their English as a necessary skill. The student also illuminates a struggle with transitioning away from a native language: “when I’m talking in Spanish, I am who I am and I can be myself and what I feel, what I think. It’s not the same, it’s really hard, but they, it’s extremely important in this case, they need to get used to it”. Language acquisition and self-expression were studied by Cortes in 1986. He pointed to the presence of an “ongoing relationship between ethnicity and education. However, until recently this fact was often ignored by the general public and dealt with intermittently and often superficially by educators”(p. 23). Analysis of student responses would suggest a similar

pattern of separation between adequate opportunities to bridge native language and culture with target language and the high school experience. Therefore, the opportunities which exist for communication and language practice have a dual purpose: boosting language fluency, and social acculturation.

**Conclusion nine.** Directly addressing established pathways for ELD students to continue their education would communicate an unwavering belief in their potential to pursue higher education. Student responses to the strength stem of question two, sub-question three suggest that the impact of acculturation should be addressed directly through ongoing attention to the concept of unwavering belief in college attendance. CHS08 suggests “just talk about more college, that can help us when they start to begin because we don’t know what is college so we cannot see how what situation we were, we are going to be”. Considering the impact of outside influences and priorities pulling students away from the college pathway, explicit attention to belief in ELD student potential is identified as a means to improve college-related self-efficacy. Specifically, an explicit connection needs to be made between the yearly ELD student academic experience and how passed courses or acquired skills translate to progress on a college-bound pathway. Regardless of academic performance, students need a broader understanding of the college-bound pathway and their progress toward completion. Borjian and Padilla (2010) found that by “focusing on students’ strengths rather than their shortcomings, teachers are more likely to create long lasting positive effects” (p. 11). Whether students are making small or large leaps in their language acquisition or completion of course-work, the way adults frame their progress impacts student college-related self-efficacy. While students endeavor to balance social, cultural, and academic transitions they may not recognize how their yearly effort contributes

toward college eligibility. Explicit communication about the college-bound pathway paired with an unwavering belief in student ability shapes college-related self-efficacy for English learners.

### **Recommendations for Policy and Practice**

The purpose of this study was to describe the lived experience of ELD students participating in a course-pathway designed to prepare them for college. The findings of this study can be utilized to: add to the literature addressing the relationship between English learners and the educational system which serves them, create a data point not currently present in the literature pertaining to program design, and improve the quality and effectiveness of programs preparing English learners for college. Key findings and conclusions from the study support the following five recommendations.

**Recommendation one.** Through the interview process, students repeatedly mentioned three specific teachers serving as adult mentors throughout their high-school experience. This is conservatively 15% of the teachers which served them throughout high school. Knowing that adult mentorship impacts college-related self-efficacy, adult or designated expert mentorship should be explicitly planned for students entering the ELD program. Mentorship should focus on academics, coping skills, language acquisition, and the college experience.

**Recommendation two.** Students need opportunities to self-express both academically and social-emotionally in both their native and their target language. Knowing this need, professional development should be dedicated to establishing signature strategies for including self-expression opportunities designed with adequate access for ELLs. Not only will these planned opportunities engage students in additional practice in their target language, it will also create finite events to build relationships with English speaking peers.

**Recommendation three.** Based on student interviews, college knowledge is limited to advice from a few teachers and exposure to the college and financial aid application process in the senior year. Considering the amount of planning which has already been completed to design a college-going course pathway, it follows that the intent of the pathway be communicated to all stakeholders. It is recommended that the school site explicitly address and integrate personal self-efficacy into curriculum throughout the entirety of their four year experience. Exposure should begin in the native language so that students can transfer knowledge and understanding as they continue to acquire their target language.

**Recommendation four.** Isolation of the ELD cohort is identified as an opportunity for program improvement. It is recommended that students completing the high-school program are paired with underclassmen as a means of ensuring incoming students' access to a peer expert group. Paired senior students can appropriately address the concerns brought forth in the study dealing with challenges to college-related self-efficacy. It is also recommended that an ongoing conversation is planned with this established group of exiting seniors to continue addressing the strengths and opportunities for growth within the program.

**Recommendation five.** Students participating in the ELD pathway have the monumental task of acquiring a target language as well as gaining proficiency in academic coursework during their four years in high school. In order to ensure appropriate access, an expansion of the college application process across multiple grades should be considered. Considering this is a process which the majority of seniors experience, allow for front-loading with the ELD cohort would allow additional processing time. Additionally, this practice could create meaningful opportunities to socially engage with all peers through a socially shared experience.



## **Recommendations for Further Research**

Findings from this study provided insight into the lived experience of ELLs completing college-preparatory coursework throughout their high-school experience. Recommendations for further study were based on the interpretations of the key findings.

1. Repeat the study on the same school site with a different graduating cohort to compare the evolution of the program over time and its' impact on college-related self-efficacy.
2. Add to the body of research by exploring alternative college-preparatory pathways and the impact on the lived experience of ELLs.
3. Conduct a similar study using longitudinal analysis in which self-efficacy can be studied over throughout the high-school experience.

## **Final Thoughts**

The landscape of education for ELLs has been continuously changing as schools and school districts make the change from a mindset of equality, to one of equity. Conducting this study has brought to light the immense amount of expertise, planning, and accountability necessary to execute a high-school experience which truly provides equity and access to students acquiring language and balancing rigorous academic course-work at the same time. However, concentrations of English learners already exist in multiple schools. Although immense resources and planning are necessary to rebuild ineffective programs the solution cannot be to wait for a perfect replicable design. Kindler(1995) pointed out that “In the absence of appropriate instructional services, limited proficiency in English not only impedes academic progress, but can lead to social isolation as well” (p. 7). While the academic achievements of

English Learners are more widely tracked and available via standardized testing, it is imperative to consider the lived experience of the students making their way through an inequitable system.

The program designed for ELD students in this study was not ideal. However, it was an auspicious step towards ensuring that all students have the opportunity and option to pursue and benefit from higher education. The way a school chooses to address different sub-groups of students also sets clear messaging for all stake-holders involved, especially the student body. Cortes (1986) pointed out that “Students of today become the societal decision makers and context providers of the future. In turn, that future societal curriculum will influence school education of the future” (p. 36). In order to ensure that the inertia moving forward for English learners is one of equity, it is imperative that today’s students are exposed to this experience rather than solely the concept. English learners who graduate through high-school programs which equitably prepare them for higher education will be in a unique position to influence the communities they serve with the experience and empathy necessary to continue refining the dual process of language acquisition and academic coursework. As a former ELD student, and a current administrator in a community serving a large population of English learners, I have personally experienced the impact that a leadership team striving toward equity can have on the life choices of future generations.

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## APPENDIX A

Informed Consent-English

**PEPPERDINE UNIVERSITY****INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES**

“Crossing the Tracks”: How school environment helps students see themselves going to college

My name is Yuliya Reznikova-Eisenberg. I have been your student’s Assistant Principal at CHS from 2012-2016. I am currently a doctoral student at Pepperdine University and in the process of conducting my research study to complete by degree requirements. I would like to invite your son or daughter to participate in my student titled “Crossing the Tracks”: A qualitative phenomenological study of an urban inner city charter high-school. The professor supervising my work is Dr. Linda Purrington. Your participation is voluntary. You should read the information below, and ask questions about anything you do not understand before deciding whether to participate.

Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for you records.

**PURPOSE OF THE STUDY**

Your child and some of the students in their grade have participated in a new course pathway aimed at better preparing them for college. The purpose of this study is aimed at getting a better understanding of how their high school experience has made an impact, if at all, on their plans to go to college.

**STUDY PROCEDURES**

If you volunteer to participate, your child will be asked to participating in a one-on-one interview which will ask you questions about high school and your plans for college, if any. The interview will take from 45 minutes to one hour. During the interview, a voice recorder will be used to record our conversation.

### **POTENTIAL RISKS AND DISCOMFORTS**

There are potential risks to your participation as one may feel uncomfortable answering some or all of the questions. You do not have to answer any question you don't want to. There is a mild risk of anxiety, sadness, or other emotional reactions. You may discontinue your participation at any time. You may feel pressure to participate in the study, you may discontinue your participation at any time. After the interview, you may want to change or erase some of your answers. You will have a time to make deletions or corrections. There is a small risk of your name being linked to your interview. To protect you from this, all information linking your interview to any information that identifies you will be destroyed after you have approved your interview script. All hard copies will be destroyed. Only digital copies will be kept on a password protected hard-drive.

### **POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY**

Your participation in this study may not provide information that will be helpful to you, but what is hoped is that what I find out from you may be of help in the future to others who are undergoing a similar experience. Also, this study may help schools design better programs to prepare students for college.

### **CONFIDENTIALITY**

I will keep your records for this study confidential as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.



The data will be stored on a password protected external hard-drive in the researcher's office for a term of 3 years. After 3 years, the data will be destroyed. The individual interview will be audio-recorded, transcribed, and saved digitally with a randomly generated code of numbers and letters instead of your name. The recording will be typed out to give you an opportunity to make any changes or to delete any part. Once you have approved the typed interview, the audio recording will be destroyed. To summarize, upon completion of the data collection, all hard copies including consent documents, and survey instruments will be destroyed. The list linking your name to any part of the interview will also be destroyed at this time. Only the researcher with the password to the hard-drive will have access to the typed interviews.

### **PARTICIPATION AND WITHDRAWAL**

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

### **ALTERNATIVES TO FULL PARTICIPATION**

The alternative to participate in this study is not participating. Your child's status as a student will not be affected whether they participate or not in this study.

### **EMERGENCY CARE AND COMPENSATION FOR INJURY**

If your child is injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury

### **INVESTIGATOR'S CONTACT INFORMATION**

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Linda Purrington, Ed.D by calling (XXX) XXX-XXXX or by email: [lpurring@pepperdine.edu](mailto:lpurring@pepperdine.edu), if I have any other questions or concerns about this research.

### **RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION**

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500

Los Angeles, CA 90045, 310-568-5753 or [gpsirb@pepperdine.edu](mailto:gpsirb@pepperdine.edu).

<b>SIGNATURE OF RESEARCH PARTICIPANT</b>
--

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

**AUDIO/VIDEO/PHOTOGRAPHS**

*I agree for my child to be audio recorded*

*I do not want my child to be audio recorded*

---

Name of Participant

---

Signature of Participant

---

Date

SIGNATURE OF INVESTIGATOR
---------------------------

I have explained the research to the participants and answered all of his/her questions. In my judgment the participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntarily and that they may discontinue their participation in the study at any time, for any reason.

---

Name of Person Obtaining Consent

---

Signature of Person Obtaining Consent

---

Date

## APPENDIX B

## Short Form Consent for Subjects Whom English is Their Second Language to Participate in Research

## SHORT FORM CONSENT FOR SUBJECTS WHOM ENGLISH IS THEIR SECOND LANGUAGE TO PARTICIPATE IN RESEARCH

“Crossing the Tracks”: How school environment helps students see themselves going to college

My name is Yuliya Reznikova-Eisenberg. I have been your student’s Assistant Principal at CHS from 2012-2016. I am currently a doctoral student at Pepperdine University and in the process of conducting my research study to complete by degree requirements. I would like to invite your son or daughter to participate in my student titled “Crossing the Tracks”: A qualitative phenomenological study of an urban inner city charter high-school. The professor supervising my work is Dr. Linda Purrington. You are being asked to participate in a research study. Before you agree to enter the study,

it is important that you receive a clear explanation of the study in a language that you can understand. The following is a list of what you are agreeing to when you sign this consent form.

A translator who is either one of the investigators conducting the study or one of their representatives has explained to you about the *(1) purposes of the research, the procedures, and how long the research will last; (2) any procedures which are experimental; (3) any reasonably foreseeable risks (possible risks known at this time), discomforts and benefits of the research (4) any potentially beneficial alternative procedures or treatments; and (5) how confidentiality will be maintained.*

When indicated for this study, you have been told about *(1) any available compensation or medical treatment if you are injured during the research; (2) the possibility of unforeseeable risks (risks not known at this time); (3) circumstances when the investigator may stop your participation; (4) any added costs to you; (5) what happens if you decide to stop participating; (6) when you will be told about new findings which may affect your willingness to participate; and (7) how many people will be in the study.*

You have been told that if you are injured as a result of being in this research study, immediate necessary medical care will be offered to you. However, there is no commitment by

Pepperdine University and its affiliates to provide monetary compensation or free medical care to you in the event of a study-related injury.

You understand that I am willing to answer questions or concerns. Additionally, you can contact Linda Purrington, Ed.D by calling (XXX) XXX-XXXX or by email: [lpurring@pepperdine.edu](mailto:lpurring@pepperdine.edu), if you have questions or concerns about this research. If you have questions about your rights as a research participant, contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board (GPS IRB) at Pepperdine University, email: [gpsirb@pepperdine.edu](mailto:gpsirb@pepperdine.edu) or phone: 310-568-5753.

You have been told that your participation in this research is voluntary and that you will not be penalized or lose benefits if you refuse to participate or decide to stop after you have agreed to participate.

If you agree to participate, you have been told you will be given a signed copy of this document and a written summary of the research in the English language.

Signing this document means that the research study, including the above information, has been described to you orally, and that you voluntarily agree to participate.

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Signature of Participant

Date

---

Signature of Principal Investigator

Date

## APPENDIX C

### Youth Assent to Participate in Research (Ages 14-17)

#### YOUTH ASSENT TO PARTICIPATE IN RESEARCH (AGES 14–17)

“Crossing the Tracks”: How school environment helps students see themselves going to college

My name is Yuliya Reznikova-Eisenberg. I have been your Assistant Principal at CHS from 2012-2016. I am currently a doctoral student at Pepperdine University and in the process of conducting my research study to complete by degree requirements. I would like to invite you to participate in my student titled “Crossing the Tracks”: A qualitative phenomenological study of an urban inner city charter high-school. The professor supervising my work is Dr. Linda Purrington. Your participation is voluntary. You should read the information below, and ask questions about anything you do not understand before deciding whether to participate.

Please take as much time as you need to read the consent form. You can decline to participate, even if your parent/legal guardian agrees to allow your participation. You may also decide to discuss it with your family or friends. If you decide to participate, you will both be asked to sign this form. You will be given a copy of this form.

#### PURPOSE OF THE STUDY

You and some of the students in your grade have participated in a new course pathway aimed at better preparing you for college. This study is aimed at getting a better understanding of how your high school experience has made an impact, if at all, on your plans to go to college.

#### STUDY PROCEDURES

If you agree to participate, you will be asked to participating in a one-on-one interview which will ask you questions about high school and your plans for college, if any. The interview will take from 45 minutes to one hour. During the interview, a voice recorder will be used to record our conversation.

#### POTENTIAL RISKS AND DISCOMFORTS

There are potential risks to your participation as one may feel uncomfortable answering some or all of the questions. You do not have to answer any question you don't want to. There is a mild risk of anxiety, sadness, or other emotional reactions. You may discontinue your participation at any time. You may feel pressure to participate in the study, you may discontinue your participation at any time. After the interview, you may want to change or erase some of your answers. You will have a time to make deletions or corrections. There is a small risk of your name being linked to your interview. To protect you from this, all information linking your interview to any information that identifies you will be destroyed after you have approved your interview script. All hard copies will be destroyed. Only digital copies will be kept on a password protected hard-drive.

#### POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

Your participation in this study may not provide information that will be helpful to you, but what is hoped is that what I find out from you may be of help in the future to others who are undergoing a similar experience. Also, this study may help schools design better programs to prepare students for college.

#### CONFIDENTIALITY

We will keep your records for this study confidential as far as permitted by law. However, if we are required to do so by law, we will disclose confidential information about you. The members of the research team and Pepperdine University Protection Program (HSPP) may access the data. The HSPP reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password protected external hard-drive in the researcher's office for a term of 3 years. After 3 years, the data will be destroyed. The individual interview will be audio-recorded and saved digitally with a randomly generated code of numbers and letters instead of your name. The recording will be typed out to give you an opportunity to make any changes or to delete any part. Once you have approved the typed interview, the audio recording will be destroyed. To summarize, upon completion of the data collection, all hard copies including consent documents, and survey instruments will be destroyed. The list linking your name to any part of the interview will also be destroyed at this time. Only the researcher with the password to the hard-drive will have access to the typed interviews.

#### PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and

discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

#### ALTERNATIVES TO FULL PARTICIPATION

The alternative to participate in this study is not participating. Your status as a student will not be affected whether you participate or not in this study.

#### INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Linda Purrington, Ed.D by calling (XXX) XXX-XXXX or by email: [lpurring@pepperdine.edu](mailto:lpurring@pepperdine.edu), if I have any other questions or concerns about this research.

#### RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500

Los Angeles, CA 90045, 310-568-5753 or [gpsirb@pepperdine.edu](mailto:gpsirb@pepperdine.edu).

SIGNATURE OF RESEARCH PARTICIPANT (IF PARTICIPANT IS 14 OR OLDER)
---

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

#### AUDIO/VIDEO/PHOTOGRAPHS

*I agree to be audio recorded*



*I do not want to be audio recorded*

---

Name of Participant

---

Signature of Participant

---

Date

**SIGNATURE OF INVESTIGATOR**

I have explained the research to the participants and answered all of his/her questions. In my judgment the participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntarily and that they may discontinue their participation in the study at any time, for any reason.

---

Name of Person Obtaining Consent

---

Signature of Person Obtaining Consent

---

Date

## APPENDIX D

## Study Verbal Invitation Script -English

Hello, my name is Yuliya Reznikova-Eisenberg. I am a graduate student at Pepperdine University in the Education Department. I am calling today about a study I am conducting on how your child's high school experience has any impact, if at all, on their plans to go to college. I would like to invite your son or daughter to participate because they have been enrolled in courses designed to prepare them for college.

Participation in this research includes participating in an interview about attitudes relating to going to college which will take approximately 45 minutes. If your child completes the interview, a script of their responses will be provided to you for review. You will have the opportunity to make any modifications, deletions, or remove your child from the study at the time. The review will take approximately 15 minutes. If your child participates in the interview and you engage in the document review your total time commitment will be approximately one hour.

If you have any questions or would like to participate in the research, I can be reached at (XXX) XXX-XXXX or [Yuliya.reznikova@pepperdine.edu](mailto:Yuliya.reznikova@pepperdine.edu).

## APPENDIX E

## CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN ACTIVIDADES DE INVESTIGACIÓN

Participante: \_\_\_\_\_

Investigadora Principal: Yuliya Reznikova-Eisenberg, M.A. Ed.

Título del Proyecto: “Cruzando Vias”: Un estudio cualitativo fenomenológico en una escuela Charter en el centro urbano de la ciudad.

1. Yo, \_\_\_\_\_, estoy de acuerdo en participar en el estudio de investigación siendo llevada a cabo por Yuliya Reznikova-Eisenberg, bajo la dirección de la Dra. Linda Purrington.

El objetivo general de esta investigación es investigar cómo los apoyos proporcionados en una vía de asistir a la universidad impacta a los estudiantes y como los estudiantes se sienten acerca de su capacidad para asistir a la universidad.

3. Mi participación implicará:
  - Su hijo/a contestara una serie de preguntas durante una entrevista uno a uno.
4. Mi participación en el estudio tomará aproximadamente 45 minutos a una hora. El estudio se llevará a cabo en la escuela de su hijo.
5. Entiendo que los posibles beneficios para mí o para la sociedad de esta investigación están ayudando a nuestra escuela local y otras escuelas en la reflexión sobre su modelo actual para los estudiantes de inglés y el perfeccionamiento de sus prácticas para garantizar que todos los estudiantes tengan éxito y que tengan la oportunidad de asistir a la universidad .
6. Yo entiendo que hay ciertos riesgos y molestias que podrían estar asociados con esta investigación. Estos riesgos incluyen:
  - malestar emocional al considerar la posibilidad de asistir a la universidad.

7. Entiendo que mi tiempo estimado de recuperación después del experimento será de aproximadamente 10 minutos.
8. Entiendo que yo podre elegir de no participar en esta investigación.
9. Entiendo que mi participación es voluntaria y que puedo negarme a participar y / o retirar mi consentimiento y dejar de participar en el proyecto o actividad en cualquier momento sin penalidad o pérdida de beneficios a los que tengo derecho.
10. Entiendo que el investigador (s) tomará todas las medidas razonables para proteger la confidencialidad de mis archivos y mi identidad no será revelada en cualquier publicación que pueda resultar de este proyecto. La confidencialidad de mis archivos se mantiene de acuerdo con las leyes estatales y federales aplicables. Bajo la ley de California, hay excepciones a la confidencialidad, incluyendo la sospecha de que un niño, anciano o adulto dependiente está siendo abusado, o si una persona da a conocer la intención de él / ella misma o a los demás daño. Entiendo que existe la posibilidad de que mi historial médico, incluyendo la identificación de la información, puede ser inspeccionado y / o fotocopiada por funcionarios de la otras agencias del gobierno federal o estatal Administración de Alimentos y Medicamentos o durante el curso normal de la ejecución de sus funciones. Si participo en un proyecto de investigación patrocinado, un representante del patrocinador podrá inspeccionar mis registros de la investigación.
11. Entiendo que el investigador está dispuesto a contestar cualquier pregunta que pueda tener en relación con la investigación que aquí se describe. Yo entiendo que puedo comunicarme con (indicar el nombre e información de contacto para el supervisor de la facultad u otro colaborador) si tengo otras preguntas o inquietudes sobre esta investigación. Si tengo preguntas sobre mis derechos como participante de la investigación, entiendo que puedo contactar (nombre del presidente IRB), Presidente de la (nombre del IRB apropiado), la Universidad de Pepperdine, (insertar información de contacto adecuada).
12. Voy a estar informado sobre importantes informacion desarrollados durante el curso de mi participación en esta investigación que puede tener relación con mi voluntad de continuar en el estudio.
13. Entiendo que, en caso de lesión física como resultado de los procedimientos de investigación en el que estoy participando, ninguna forma de compensación está disponible. El tratamiento médico puede ser proporcionada por mi propia cuenta o de mi

seguro de enfermedad que puede o no puede proporcionar cobertura. Si tengo preguntas, debo comunicarme con mi aseguradora (aseguranza medica).

14. Entiendo a mi satisfacción la información con respecto a la participación en el proyecto de investigación. Todas mis preguntas han sido contestadas a mi satisfacción. He recibido una copia de este formulario de consentimiento informado que he leído y entendido. Doy mi consentimiento para participar en la investigación descrita anteriormente.

\_\_\_\_\_  
Firma del padre o tutor legal en nombre del participante si el participante es menor de 18 años de edad o no legalmente competente.

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Participante

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Testigo

\_\_\_\_\_  
Date

He explicado y definido en detalle el procedimiento de la investigación en el que el sujeto haya dado su consentimiento para participar. Habiendo explicado y respondido a todas sus preguntas, yo firmare este formulario y acepto el consentimiento para que el sujeto participe en la investigación.

---

Investigador Principal

---

Fecha

## APPENDIX F

## Invitation to Participate Letter-English

DATE

Dear Parent:

My name is Yuliya Reznikova-Eisenberg. I have been your student's Assistant Principal at CHS from 2012-2016. I am currently a doctoral student at Pepperdine University and in the process of conducting my research study to complete by degree requirements. I would like to invite your son or daughter to participate in my student titled "Crossing the Tracks": A qualitative phenomenological study of an urban inner city charter high-school. The professor supervising my work is Dr. Linda Purrington. My study is designed to investigate college-related self-efficacy of English learners at your local high-school. Specifically, I will be investigating how the supports provided in a college-going pathway impacted how students feel about their ability to attend college. The outcomes of this research will better assist your child's school and other schools in reflecting on their current model for English learners and refining their practices to ensure that all students are successful and have the opportunity to pursue college.

It is important to have students, like your son or daughter who have attending your local school, during the time the college-preparatory pathway for English learners was implemented. Participation in the study will involve your son or daughter answering a series of questions during a one-to-one interview with myself that will take approximately 45 minutes to one hour. The interviews will be conducted in person on the school campus. Spanish translation will be available upon request. The participation of your son or daughter is completely voluntary. They can choose to discontinue their participation in the study at any time.

If you are interested in participating or have further questions please feel free to contact me at (XXX) XXX-XXXX or [Yuliya.reznikova@pepperdine.edu](mailto:Yuliya.reznikova@pepperdine.edu). You may also receive a phone call from me to check if you have received a consent to participate and to answer any additional questions. If you do not have any questions at this time, and approve of your son or daughter participating, please contact me within the next week to set up a convenient interview time. I look forward to speaking with you soon.

Sincerely,

Yuliya Reznikova-Eisenberg

Doctoral Student

Pepperdine University

## Invitation to Participate Letter-Spanish

FECHA

Estimados Padres,

Mi nombre es Yuliya Reznikova-Eisenberg. He sido la subdirectora en del 2012 hasta el presente. Actualmente soy estudiante que esta en el programa doctoral en la Universidad Pepperdine y en el proceso de realización de mi estudio requiere una investigación para completar requisitos de este programa. Quisiera tomar esta oportunidad de invitar a su hijo/a a tomar parte en esta investigación titulada “Cruzando las Vías”. Un estudio cualitativo fenomenológico de una escuela en el centro urbano de la ciudad. La persona que estará supervisando mi trabajo será la Dra. Linda Purrington, Profesora en la Universidad Pepperdine. Mi estudio esta disenado para investigar la autoeficacia del los estudiantes que son aprendices del idioma ingles en las escuela secundarias locales. Mi investigación consiste investigar como los apoyos a una camino universitario impacta a los estudiantes y como los estudiantes de sienten sobre su capacidad para asistir a una universidad. Los resultados de esta investigación ayudara a mejorar los programas en la escuela de sus hijos y otras escuela. Les ayudara a mejorar el modelo actual para estudiantes de inglés y el perfeccionamiento de sus prácticas para garantizar que todos los estudiantes tengan éxito.

Es importante que estudiantes, al igual que su hijo o hija estén asistiendo a una escuela local, durante el tiempo que se implementó la preparación universitaria para estudiantes aprendices del idioma inglés. La participación en este estudio será involucrar a su hijo o hija a contestar una serie de preguntas durante una entrevista que yo misma tendre con su estudiante por aproximadamente 45 minutos a una hora. Les entrevistas se llevaran a cabo en la escuela. Si es necesario, traducción en español estará disponible. La participación en esta entrevista será completamente voluntaria. Su hijo/a puede interrumpir su participación en esta entrevista en cualquier momento.

Si usted esta interesado en participar o tiene preguntas favor de comunicarse conmigo al (XXX) XXX-XXXX o por correo electrónico al [yuliya.reznikova@pepperdine.edu](mailto:yuliya.reznikova@pepperdine.edu). Usted podría recibir una llamada telefónica de mi parte para verificar su consentimiento en la entrevista o para contestar cualquier pregunta. Si usted no tiene preguntas adicionales y esta de acuerdo que su hijo/a participe, por favor póngase en contacto conmigo la próxima semana para programar su entrevista. Espero hablar con usted pronto.

Sinceramente,

Yuliya Reznikova

Estudiante de Doctorado

Universidad Pepperdine



## APPENDIX G

## Study Verbal Invitation Script: Spanish

Buenos Dias, mi nombre es Yuliya Reznikova-Eisenberg. Soy un estudiante de posgrado en la Universidad de Pepperdine en el Departamento de Educación. Quisiera invitar a su hijo/a a participar en una entrevista porque esta matriculados en cursos diseñado para prepararlos para la universidad.

La participación en esta investigación incluye una entrevista acerca de las actitudes relacionadas con ir a la universidad, que tendrá aproximadamente 45 minutos.

Si su hijo termine la entrevista, se le proporcionará sus respuestas para su revisión. Usted tendrá la oportunidad de hacer cualquier modificación o sacar a su hijo del estudio (investsigacion) en el momento. La revisión se llevará aproximadamente 15 minutos. Si su hijo participa en la entrevista y usted desea revisar los documentos o información obtenido por su hijo/a tomara aproximadamente una hora de su tiempo.

Si usted tienen alguna pregunta o desea participar en esta entrevista, favor de comunicarse por teléfono al (XXX) XXX-XXXX o por correo electrónico: [yuliya.reznikova@pepperdine.edu](mailto:yuliya.reznikova@pepperdine.edu).

## APPENDIX H

## Interview Instrument

<b>Date of Interview:</b>		<b>Student Name:</b>		<b>Student Identifier:</b>	
<b>Interviewer:</b>		<b>Guardian Name:</b>		<b>Parent Consent Form Signed:</b> Y/N	
		<b>Guardian Contact Information:</b>		<b>Student Assent Form Signed:</b> Y/N	
<b>Interview Question</b>		<b>Estimated Time</b>	<b>Magnitude Stem</b>	<b>Generality Stem</b>	<b>Strength Stem</b>
<b>Bandura's Self-Efficacy Model (1977)</b>					
<b>Moustakas (1994)</b>	<b>1. What have you experienced in terms of college related self-efficacy?</b>	<b>20 minutes</b>	4. What did the situation (below) mean to you? How did (situation below) affect you college related self-efficacy?	6. What did the experience (below) mean to you? How did it generalize to your college-related self-efficacy?	8. What did the situation (below) mean to you? How did coping with doubt affect your college-related self-efficacy?
	<b>Noematic-Noema: Assigning Meaning (Moustakas, 1994)</b>				
	<b>2. What contexts or situations have typically influenced or affected your experiences of college related self-efficacy?</b>	<b>20 minutes</b>	3. Describe difficult situations, if any, which made you believe going to college was more or less difficult. ↑	5. Describe experiences, if any, which made you believe you gained an advantage in your ability to attend college. ↑	7. Describe situations, if any, in which you had to cope with doubt about attending college. ↑
	<b>3. What experience, if any, is needed to improve your college-related self-efficacy?</b>	<b>5 minutes</b>	9. What experience, if any, would have improved your college-related self-efficacy?	10. What learned skill, if any, would have improved your college-related self-efficacy?	11. What opportunity to persevere, if any, would have improved your college-related self-efficacy?
<b>Noetic-Noesis: Perceptual framework (Moustakas, 1994)</b>					
<b>Start time:</b>			<b>End time:</b>		

## APPENDIX I

## Content Validity

## Interview Questions, Research Question, and Source Alignment

Research Question	Interview Question				Sources informing Question Design		
<p>Central Question 1: What have English Learners who are currently seniors at an urban charter school in Southern California experienced in terms of college-related self-efficacy?</p> <ul style="list-style-type: none"> <li>Sub question 1a: How do English Learners who are currently seniors at an urban charter school in Southern California describe their college-related self-efficacy?</li> </ul>	Central question 1, sub question 1a	4. What did the situation (below) mean to you? How did (situation below) affect you college related self-efficacy?	6. What did the experience (below) mean to you? How did it generalize to your college-related self-efficacy?	8. What did the situation (below) mean to you? How did coping with doubt affect your college-related self-efficacy?	(Bandura, 1977; Borjian & Padilla, 2010; Callahan, 2005; Chamot & O'Malley, 1994; Creswell, 2013; Fry, 2007; Hung, 2014; King, 1996; Krashen, 1982; Moustakas, 1994; Pascarella, Terenzini, & Feldman, 2005; Thomas, Collier, & National Clearinghouse for Bilingual Education, 1997; Vygotsky, 1986)		
<p>Central Question 2: What do English Learners who are currently seniors at an urban charter school in Southern California describe as contexts or situations which have typically influenced or affected their experiences of college-related self-efficacy?</p> <ul style="list-style-type: none"> <li>Sub question 2a: What do English Learners who are currently seniors at an urban charter school in Southern California believe</li> </ul>		Central question 2, sub question 2a	3. Describe difficult situations, if any, which made you believe going to college was more or less difficult.	5. Describe experiences, if any, which made you believe you gained an advantage in your ability to attend college.		7. Describe situations, if any, in which you had to cope with doubt about attending college.	(Bandura, 1977; Borjian & Padilla, 2010; Callahan, 2005; Chamot & O'Malley, 1994; Creswell, 2013; Fry, 2007; Hung, 2014; King, 1996; Krashen, 1982; Moustakas, 1994; Pascarella et al., 2005; Thomas et al., 1997; Vygotsky, 1986)

<p>has most influenced their college-related self-efficacy?</p> <ul style="list-style-type: none"> <li>• Sub question 2b: What do English Learners who are currently seniors at an urban charter school in Southern California believe is needed, if anything, to improve their college-related self-efficacy?</li> </ul>	<p>Central question 2, sub question 2b</p>	<p>9. What experience, if any, would have improved your college-related self-efficacy?</p>	<p>10. What learned skill, if any, would have improved your college-related self-efficacy?</p>	<p>11. What opportunity to persevere, if any, would have improved your college-related self-efficacy?</p>	

## APPENDIX J

## Student Interview Responses: Question One

*Student Interview responses: Question 1*

<b>Student</b>	<b>Magnitude Stem</b>	<b>Generality Stem</b>	<b>Strength Stem</b>
CHS01		- uh, I have difficult with my language and I'm trying to learn more, If I'm going to college it is going to be hard	- okay, I'm not sure because my grades is not good, I got F, Cs, Ds, I don't think so.
CHS02	-I hope so, because I do want to keep my education	- because you know like when you came here and you don't know how to speak English it is really hard to get along with people so you feel like you can't keep going because you don't know the language and you don't know how to express yourself and how to talk to people. It is really really really hard	- yes kids there when they don't want to work with me, I can do anything by myself.
CHS03	-well, the teachers helped me a lot with my English and writing, reading, so now I can believe that I can go but when I came here I believed that I could not because I didn't know the language, how to speak, write, read, but now I know that I can, so I know that I can go.	- I know that in college I have to talk with other people and my teachers and all this stuff, so now that I talk a lot with my teachers I have a new friend that only speaks English so now I, that made me change my mind and think that I have to go.	
CHS04	- um, actually, I'm passing the high school with only 3 years and that makes me feel like maybe I'm not prepared		- um, maybe, well, I started ESL when I came from 8th grade and I started 10th grade. People told me

yet to go to college but at the same time I feel like, um, I'm doing a good work and I'm trying hard. It's difficult for me because, um, I don't know this is a different culture and I can't, I feel like I can't be myself sometimes because I have to speak another language. I'm missing my country so much but everything I'm doing right now its to give back to my parents everything they have given to me. So that makes me feel that I'm prepared and I'm going to make it.

that I would be here 3 years more and I was like no, I don't want to be here three years, I'm old I feel like my age is, should be in college. So, that's when I had to read more, I had to, I don't know, do all my work and that helped me to pass the ESL classes in one year. And I came to summer and summer school and that helped me too, and I passed the ELD classes better.

CHS05

- I don't know how to answer that. I think that I can be in college by passing all the challenges that I have with my language, learning English and being new to the country

- the experience that I had or learning the new language because that made me feel stronger to continue my education

CHS06

-Yes I believe that I can go to college because I need it, I need to continue with my studies and I want to be someone who is successful with my life and that's what my mom wants.

- I just think what I want to do with my future

- Because I learned English, I don't speak a lot but I read and write and I know I can do it. When I go to college I will learn more and more

-hmmm, I see many things, I see people who are destroying their life and I don't want this, to be ruined. I see many friends, they do drugs, drink, and something like that and they made me think about my life.

- Because I'm an immigrant I don't have the money, I think about that and at the same time I think about if I'm going I can get my documents and continue my studies and become a police.

- when I come the first time here, in 9th grade, I really was shy, I didn't talk with anyone and Ms. Rodriguez told me that I didn't have to be like that and she, she teach me that I had to speak more and I learned with her class a lot

- I told my mom yesterday that I can't, I can't go because I need to work to help you

CHS07

- um, for example in my second year in high school , um when I was in my English class, um, I think about the difficult part to be in an English class and I don't know. And now I think like high-school , or college can be hard for me.

CHS08

- well, when I first came, honestly it was really hard because I didn't know how to speak English and a lot of people laugh about my accent so that, like, makes me feel like, a way like, don't try to more, don't do the best of me, but I believe that I had to keep going, ignore those people because that feeling, that wouldn't help my trajectory of my education

- mmmm, uhhh, the language, English, I because, this is, if this is hard for me to talk English here, I'm

- yeah, there was times when there were things that stop me but, it's pretty hard, but I did some thinking that things that are negative are not going to hurt me, for me to persevere is the most important and I talked to my teachers and what I can do. But there was people that laugh about me, that you can't do this, that you are not going to be successful, and they made me feel bad, but I just um, ignored it. Yeah.

- And I've been telling myself that I will go to

thinking about college,  
It's going to be really  
hard for me. Sometimes,  
I want to put myself  
down, but my parents tell  
me to go because its, it  
will be good for me and  
for my future, so yeah.  
And my teachers really  
support me to, to keep  
going and never give up.  
And yeah.

- And I've been telling  
myself that I will go to  
college, it's going to be  
hard, it's not going to be  
easy, but that's how life  
is. We came here, and  
um, to have more  
opportunities, that's why.

college, it's going to be  
hard, it's not going to  
be easy, but that's how  
life is. We came here,  
and um, to have more  
opportunities, that's  
why.



## APPENDIX K

## Student Interview Responses: Question Two

*Student Interview responses: Question 2*

<b>Student</b>	<b>Magnitude Stem</b>	<b>Generality Stem</b>	<b>Strength Stem</b>
CHS01	No relevant statement made	No relevant statement made	No relevant statement made
CHS02	-what I like to do is like, when I want to help others like with Ms.C. Like I ask for a pass to go to her class and she let me help to the kids that don't know how to speak English.	-Um, it was really important to me because I learned more and I started talking to people. What helped me, it was like, when I say something wrong, they never laughed, they just helped me to say it right.	- ummm, when I was with Ms.U, and I was in English 2b, and Ms.R put me with Ms.V that was like the best thing ever because you know like, there were only people who don't know how to speak Spanish so I saw myself forced to speak English and that was like the best, that really helped me. - I don't know if this is, but I was in Ms.V's class, it was the second semester I guess, and I was with my partner and he said "Miss, can I sit with someone smarter" and I just put my head down, and she said, she got really mad, and she was like, don't say that because she got better grades than you. And that made me feel good because he was trying to make me feel dumb, and my teacher, Ms.V, she respond to him.

CHS03	<p>-well maybe when I - started to think about how much it can cost. The money that I have to pay for that, but I know that there is, uh, a lot of financial aid that can help me in paying for those things, yeah.</p>	<p>No relevant statement made</p>	<p>- believing in myself</p> <p>- One of the things was, because I don't feel prepared at first because I mean I was like shy and I don't really like to talk a lot and through the years that I am here, so I know that I have to talk more and now I'm doing it, I know that in college I have to talk with other people and my teachers and all this stuff, so now that I talk a lot with my teachers I have a new friend that only speaks English so now I, that made me change my mind and think that I have to go.</p>
CHS04	<p>-um, I think, um I've had many experiences that makes me think that maybe I am capable of going to college. The first one was passing the CAHSEE when I only had 6 years, or 6 months in the country, and that was one. And then I had to take in 11th grade, I had to take 2 English classes at the same time and that helped me a lot, and I proved to myself that I can do it. And now I'm taking an AP class, I'm taking AP government too which it's helping me, and now</p>	<p>-um, I think the teachers are, is very important part of uh, for us as a ESL student because they make us realize that we are capable of doing what they believe in and for example, Mr.V, Ms.R, and Mr.R they are examples of immigrants, um , who came to this country and you can see them as your motivation and as a clear example that you can do it.</p> <p>- I don't know, I think there is a lot of things that make me feel like that maybe I'm not, I'm</p>	<p>- Maybe at the beginning of the year, um, since I am an undocumented student, someone told me that I should, um, like get married to get papers so I can go to college and I don't want that, I don't want to...uhuh, that really hurt me, and I went crying to home because I don't want to depend on a man to be someone in this country. You know my parents don't have the money, but I think there is many ways I can do it.</p>

I can , I can have conversation with someone which two years ago I wasn't able to do it. So maybe those are the experiences.

not ready yet. Um, there are people who always, um, see us as ignorant maybe, or as the people who don't speak English so they put us in like a box that, um, that makes us feel sometimes not part of the school, that makes us only feel a part of the ESL students, so that's the difficult part because we have to, we need to socialize with the other students but sometimes they don't want to. I feel that that can happen in college because maybe I cannot express my feelings the way I want sometimes and like right now I feel weird speaking English because I'm , I feel like it's not me yet, because I'm speaking English. And I want to be CHS04, I want to be the student I am, but sometimes I can't because of the language.

- I don't know, I think there is a lot of things that make me feel like that maybe I'm not, I'm not ready yet. Um, there are people who always, um, see us as ignorant maybe, or as the people who don't speak English so they put us in like a box that, um, that makes us feel sometimes not part of the school, that makes us only feel a part of the ESL students, so that's the difficult part because we have to, we need to socialize with the other students but sometimes they don't want to. I feel that that can happen in college because maybe I cannot express my feelings the way I want sometimes and like right now I feel weird speaking English because I'm , I feel like it's not me yet, because I'm speaking English. And I want to be CHS04, I want to be the student I am, but sometimes I can't because of the language. (CHS04)  
No relevant statement made

CHS05

- My family made me think I could go to college more, or my teacher support made me think I could go to college.

No relevant statement made

CHS06	<p>-Yes I believe that I can go to college because I need it, I need to continue with my studies and I want to be someone who is successful with my life and that's what my mom wants</p> <p>- Because I'm an immigrant I don't have the money, I think about that and at the same time I think about if I'm going I can get my documents and continue my studies and become a police.</p>	<p>- with my teachers, they told me that, when they come they were immigrants and they inspired me, and they told me that I can if, I can.</p> <p>- when I come the first time here, in 9th grade, I really was shy, I didn't talk with anyone and Ms.R told me that I didn't have to be like that and she, she teach me that I had to speak more and I learned with her class a lot</p> <p>- push them, work with them, and teach them what you know</p>	<p>- When I was in Guatemala my mom left me alone with my sister and my grandmother and my father and well I would be alone because my father would be in Honduras and my sister was doing her own thing, I don't know and yeah.</p> <p>- hmmm, I see many things, I see people who are destroying their life and I don't want this, to be ruined. I see many friends, they do drugs, drink, and something like that and they made me think about my life.</p> <p>- I told my mom yesterday that I can't, I can't go because I need to work to help you</p>
CHS07	<p>-um, I think that my first year was difficult but now I feel more comfortable to go to college because my teachers tell me that I'm going.</p> <p>- I learned fast because, um, I can believe in what I can do.</p>	<p>-my English class, at the first time, I feel like scared because I don't understand English, but now yeah.</p>	<p>No relevant statement made</p>
CHS08	<p>-mmmm, uhhh, the language, English, I because, this is, if this is</p>	<p>-Yeah, um. When my English wasn't good, when I started writing</p>	<p>No relevant statement made</p>

hard for me to talk  
English here, I'm  
thinking about college,  
It's going to be really  
hard for me. Sometimes,  
I want to put myself  
down, but my parents tell  
me to go because its, it  
will be good for me and  
for my future, so yeah.  
And my teachers really  
support me to, to keep  
going and never give up.  
And yeah.

better and the teachers  
um, they congratulated  
me and told me that I  
have been improving  
even more and it keeps  
me more to keep going.

- I believe they should  
really not be scared of  
speaking English, they  
should try um, they  
should be more involved.  
I was , I had those  
teachers who told me to  
never give up, to keep on  
trying, that I will get  
accepted to a university  
and it's going to be,  
proudfull... proud.

## APPENDIX L

## Student Interview Responses: Question Three

*Student Interview responses: Question 3*

<b>Student</b>	<b>Magnitude Stem</b>	<b>Generality Stem</b>	<b>Strength Stem</b>
CHS01	No relevant statement made	- yes, how to do an essay  - well, it's to give me classes that are only in English	No relevant statement made
CHS02	No relevant statement made	No relevant statement made	No relevant statement made
CHS03	- oh maybe give us, talk more about what is college, what college means, and help explain to see which career they can have or maybe just make some presentation about that, about how teachers are in college, those things can help us a lot because we can figure it out, how they are, and how they can teach us about a new things, new experiences.  - I think that maybe just talk about more college, that can help us when they start to begin because we don't know what is college so we cannot see how what situation we were, we are going to be. So we have to learn more about college and see how it's, how it is there, and yeah,	- I made friends out of here, well, my cousin is in college and she told me that college is way different than high school and you can learn more so you can have more experiences and also you can see how the world is different. Because you have more opportunities in works and all those things, and high school , also, I talked with my teachers and they tell me I have to go because it will help me a lot so it can make me go. I think that I can be more important and I can be a better person if I go to college and I have a career.  - um, I maybe think that if I speak more, I can learn and I can talk with my teachers about the	- well, in school, I don't know. But out of school one of my friends that come here, he just left and school and start to tell me that I cannot go because I don't , I have never going to learn a new language. Well, I don't believe him because I know that I can, and I know that if I want to, I can do it. So yeah, in school I don't have one, but outside yes

	because just, learn more about college.	class with people also during my presentations with them. So one skill can be talking more English.	
CHS04	- I think that the EL students should like, be more involved in the school because when there are , there are activities, well, here there aren't, they are always like separated and I think they should be like more involved in the school in general.	- ummm, I think just speaking more, uhuh, to get used to express your feelings in a new language which can be difficult	No relevant statement made
CHS05	-make them feel comfortable, that they are the same as other students	No relevant statement made	No relevant statement made
CHS06	No relevant statement made	No relevant statement made	-push them, work with them, and teach them what you know
CHS07	- I think that they can be more involved with other regular students in English, I don't know miss	- speaking and writing	No relevant statement made
CHS08	- I think we should be involved in like activities, to um, to be persevere, to try, I don't know. To make them feel more like they are a part of, included in the class.	- They should, I think they , they should never be afraid of speaking English but it's hard because I feel that I'm not the same person when I am speaking English because I can't express how I feel, like when I'm talking in Spanish, I am who I am and I can be myself and what I feel, what I think. It's not the same, it's	- they can face rejection, and people can look at us like, oh those kids who don't speak English, who don't do nothing, just came here basically, they can face that because I faced that and it was really, it really make me feel bad, but that makes me stronger because, um, they believe that I can't

really hard, but they, it's extremely important in this case, they need to get used to it.

do more, but I believe in myself that I can be successful in my life. They didn't expect me to finish high school but I'm almost done

- their teachers, their family also. Also, there are good examples like we have Mr.R, Ms.R, they came like us and they made an example to be successful to persevere.



## APPENDIX M

## Notice of Approval for Human Research



Pepperdine University  
 24255 Pacific Coast Highway  
 Malibu, CA 90263  
 TEL: 310-806-4000

## NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: March 02, 2016

Protocol Investigator Name: Yuliya Remikova

Protocol #: 16-01-184

Project Title: "Crossing the Tracks": A qualitative-phenomenological study of an urban inner city charter high-school.

School: Graduate School of Education and Psychology

Dear Yuliya Remikova:

Thank you for submitting your application for expedited review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. As the nature of the research met the requirements for expedited review under provision Title 45 CFR 46.110 of the federal Protection of Human Subjects Act, the IRB conducted a formal, but expedited, review of your application materials.

Based upon review, your IRB application has been approved. The IRB approval begins today March 02, 2016, and expires on March 01, 2017.

Your final consent form has been stamped by the IRB to indicate the expiration date of study approval. You can only use copies of the consent that have been stamped with the IRB expiration date to obtain consent from your participants.

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 an amendment to the IRB. Please be aware that changes to your protocol may prevent the research from qualifying for expedited review and will require a submission of a new IRB application or other materials to the IRB. If contact with subjects will extend beyond March 01, 2017, a continuing review must be submitted at least one month prior to the expiration date of study approval to avoid a lapse in approval.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the 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 IRB as soon as possible. We will ask for a complete written explanation of the event and your written 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 IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at [community.pepperdine.edu/irb](http://community.pepperdine.edu/irb).

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,



Pepperdine University  
24255 Pacific Coast Highway  
Malibu, CA 90263  
TEL: 310-806-4000

Judy Ho, Ph.D., IRB Chairperson

cc: Dr. Lee Katz, Vice Provost for Research and Strategic Initiatives

Mr. Brent Leach, Regulatory Affairs Specialist