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PREPARING FOR THE TEACHING OF ENGLISH LANGUAGE LEARNERS: A
COMPARATIVE STUDY OF CULTURAL INTELLIGENCE FROM ONE RURAL
KENTUCKY UNIVERSITY

BY

ELISHA LAWRENCE

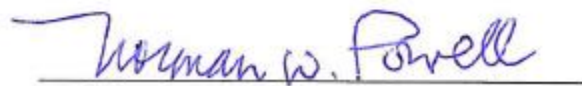
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A COMPARATIVE STUDY OF CULTURAL INTELLIGENCE FROM ONE RURAL
KENTUCKY UNIVERSITY

BY

ELISHA LAWRENCE

Submitted to the Faculty of the Graduate School of
Eastern Kentucky University
in partial fulfillment of the requirements for the degree of

DOCTORATE OF EDUCATION

2019

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DEDICATION

I would like to dedicate this work to my family as it is with their support and sacrifice I fulfilled the requirements of this degree. This work of “heart” I hope will inspire my own children Kaylee and Kellis to continue pursuing their dreams of higher education and to be the best they can be in whatever field they are called to serve. To my husband, Jamie who prayed for me and encouraged me along this path, I am indeed grateful. To my mother-in-law Faye Phelps and grandmother-in-law Odell Grinstead who came to my rescue many times when I needed an extra hand as a working mom to continue on this journey, I am so thankful for you and your love for us. To my parents Mike & Beth Belcher and Jennifer & Randy Wells, to my brother Brian Belcher and sister-in-law Nina Belcher, to my sisters: Emma Wells, Michaela Boisseau, and Makenzie Belcher as well as many other family members, thank you for encouraging me to continue fulfilling this dream. To Dr. Charles and Linda Williams, my aunt and uncle who sent me words of encouragement over the last four years, thank you for encouraging me to continue striving towards the completion of this goal. I am humbled by the life of each of these individuals who has travelled this path before me, beside me, and with me. I appreciate you sharing this pivotal moment in my life.

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ABSTRACT

Lawrence, Elisha. *Preparing for the teaching of English Language Learners: A*

Comparative Study of Cultural Intelligence from One Rural Kentucky University.

Doctorate of Education in Educational Leadership and Policy Studies, May 2019.

Eastern Kentucky University, Richmond, KY.

This cross-comparative qualitative study included the analysis of teaching candidates who graduated in the Spring of 2019 and former students who graduated in the Spring of 2018 from the same rural Kentucky Independent Higher Education University. Each of the Spring 2018 participants were mostly current teachers who could reflect not only on their prior teacher preparation experience but also on their experience in working with English Language Learners as current teachers. Both sets of participants were divided among three groups. The first group of participants were those who had the opportunity to student-teach in a foreign country. The second group were students who may have participated in another global experience opportunity designed by their School of Education but did not student teach abroad. The final group of these participants included students who did not participate in global experience opportunities offered through their School of Education. Although a landmark study for this institution, the results of this study were intriguing. It was found in the third group, that although they may not have participated in global experience offered by their School of Education, many of them had other pertinent global experience to contribute to their level of cultural intelligence and to contribute to their work with English Language Learners.

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I. Introduction

The purpose of this study is to compare cultural intelligence levels among recent and current graduates of one rural Kentucky University. In an effort to prepare for the teaching of English Language Learners (ELLs), these participants from this Independent Higher Education Institution (IHE) have had opportunities of global experience extended to them while completing all four years of their teacher preparation training. This researcher has designed this study to answer the following research questions:

1. How have opportunities of global experience impacted cultural intelligence perceptions in participants?
2. How have opportunities to serve in global settings impacted teacher sensitivity towards ELLs?
3. How are the perceptions of cultural intelligence different between participants who have had global experience as compared to those who have not?

Rationale for Study: English Language Learners are Increasing

By population, the United States is the third largest country in the world, right behind China and India (United Nations, Department of Economic & Social Affairs, Population Division. (2017) World Population Prospects, The 2017 Revision). It is projected by 2055, that whites will no longer be the majority, and Hispanic and Asian Populations will triple (Pew Research Center, 2015). Between 1965 and 2015 there were 72 million immigrants populating the U.S.: in addition to the projected immigrant population is projected to account for 103 Million more immigrants by 2065 (Pew Research Center, 2015). As a result, the time is now to prepare for the teaching of English Language Learners. According to the 2018 Condition of Education report

published by the National Center for Educational Statistics, there were 4.8 million ELL Students in public schools. The percentage of public K-12 students who were ELLs accounted for 10% of the total school population in eight states, 21% in California, 16.8% in Texas and Nevada. Additionally, 19 states along with the District of Columbia had 6% of their total school population were also identified as ELLs. These percentages were broken down into 14% of the total school population in cities, 9.1% the total enrollment in suburban areas, 6.5% of the total school population in towns, and in rural areas 3.6% of the total school population identified as ELLs. In the Fall 2015, 3.8 million of the ELL population were Hispanic which accounted for over three-quarters of ELL student enrollment. (McFarland, et.al., 2018, p.70-72).

There were an estimated number of 14,345 ELLs being served by Title III funding in Kentucky (National Center for Educational Statistics, 2013-14) These Title III funds assist districts in providing resources for ELLs to meet state academic standards and obtain English Language proficiency. In 2013-14, this funding was provided to 10 districts, but in 2017, this number grew to 70 districts (Kentucky Department of Education, 2017). It can be easily determined that the trend will continue with rising numbers of ELLs in public schools.

According to 2016-2017 demographic data assembled by the Kentucky Department of Education (KDE), 134 languages were present in Kentucky's schools. These languages spoken in Kentucky schools were spoken by 16,052 students (61%) include Spanish, followed by Arabic (6% of the population of ELLs, representing 1,505 students) and Somalian (982 student or 4%) (Kentucky Department of Education, 2017). Endorsements in English Language Learning (Grades P-12) are highly recommended.

The additional 12 hours of coursework specifically designed to prepare a teacher for instruction of ELLs and the additional Praxis Assessment designed to measure their acquired expertise in working with ELLs is desirable by various districts in Kentucky. School-age populations of culturally and linguistically diverse (CLD) learners have significantly increased across the state of Kentucky (Kentucky Department of Education, 2017). Schools need educators fully prepared to teach this growing population.

Between the years of 2000 to 2014, the greatest growth of ELLs occurred in the states of Arkansas, Tennessee, North Carolina, South Carolina, and Kentucky (Ruiz Soto, Hooker, & Btalova, 2015). Kentucky's population is projected to reach 4,533,464 by next year and to grow to 4,886,381 by the 2040 census (Ruther, Sawyer, & Ehresman, 2016, p. 15). These demographic shifts will impact ELL populations in the state's school districts and this requires for post-secondary institutions to fully prepare future teachers to meet the needs of these changing populations.

Statement of the Problem

The National Clearinghouse for English Language Acquisition (2013-14) discovered only 174 teachers were serving as ELL teachers in Kentucky and predicted that 405 teachers were needed to serve in this role within the next five years. In 2016, 32 states reported they did not have enough teachers to work with ELLs (Ruiz Soto, et al., 2015). It is important to analyze the levels of preparation for pre-service teachers to meet the needs of English Language Learners (ELLs).

Fewer than one-sixth of teacher education institutions address ELL content in their preparation curriculum (Menken & Atunez, 2001). Filmore and Snow (2000) realized teachers in North American schools were ill-equipped in their preparation for

working with ELLs. They also recognized what little knowledge teachers had of cultural and linguistic backgrounds as well as their lack of empathy for students learning to speak and read standard English. Only three states require mainstream teachers to complete coursework focused on the instruction of ELLs (Editorial Projects in Education, 2009). Often, teacher preparation programs guide future teachers to differentiate instruction, but according to McGraner and Saenz (2009), teacher preparation programs must explicitly teach what differentiated instruction for ELLs means and intentionally prepare future teachers to use appropriate methods for teaching ELLs. According to McGraner and Saenz (2009) differentiated instruction occurs when a teacher understands the individual differences of ELL students and makes thoughtful and evidence-based decisions on appropriate modes of instructional delivery to meet their individual needs (p. 9). Azcuy (2017) found that of the teachers whose mainstreamed classes had a majority of English Language Learners, 43% had limited training. In fact, they had only completed one in-service training session within the past five years that directly related to teaching ELLs (Azcuy, 2017).

On the other hand, universities in some states provide extensive training for working with ELLs. The University of Colorado at Colorado Springs has an inclusive elementary education degree in which all students in P-12 education are required to take multiple courses related to working with ELLs as well as students with disabilities before receiving their certification. Institutions such as this one realizes how critical the development of cultural intelligence is in preparation for effectively working with ELL populations. How are other post-secondary institutions preparing teacher candidates to meet the needs of ELL populations? Are Educator Preparation Providers (EPPs)

developing teacher preparation programs in ways to effectively prepare future teachers to work with students in ELL populations?

When considering Institutions of Higher Education (IHE) options in Kentucky that have educator preparation programs, this researcher is most intrigued by rural Kentucky private institutions. As more growth occurs in the United States, the number of English Language Learners will also increase in rural areas (O’Neal, Ringler, & Rodriguez, 2008). O’Neal et al. (2008) stated it is the responsibility of IHEs to “provide formal education in teaching students from diverse learning backgrounds” (p. 5).

In reviewing the websites of rural Kentucky private institutions, it appeared that not one of their teacher candidate programs included coursework directly correlated to teaching ELLs. Furthermore, the one diverse learning or exceptional education course required for all teacher candidates focused on multiple aspects of diversity and did not guarantee intentional preparation for working with ELLs. Many rural Kentucky institutions have similar faith-based missions designed to prepare individuals to selflessly serve all populations within their future careers. For pre-service teachers, serving all people would include culturally and linguistically diverse students. If there is only one course of preparation for working with ELLs, it does not appear rural Kentucky IHEs are effectively preparing teachers to teach English language learners.

Challenges to Preparing Teachers for Teaching ELLs

Often, the assumption is made that ELLs, are learning English as a Second Language (ESL). Future teachers must realize ELLs may or may not be learning English as their second language. These ELLs may be learning English as a third or fourth language, and in some cases, it may in fact be their first language. Some parents who

Speak English may try to communicate with their child in English first because they know their child will be attending U.S. schools and will need to know English. These parents may also choose to teach their children their native tongue when they are older. In recognizing variations of language learning, the Kentucky Department of Education refers to them as English Learners as ELs. This term is used to reference all culturally and linguistically diverse English Learners (ELs) in Kentucky classrooms.

Kentucky's Kids Count Data Center (2016) divided ELLs into two categories: Hispanic or "other races." The "other races" category includes as many as 134 other identified languages in Kentucky schools compounding the need for preservice teachers to learn culturally sensitive instructional strategies. It is important for pre-service teachers to recognize there are, in fact, variations among language groups and that languages can be categorized in multiple ways. Romantic languages and tonal or non-tonal languages are just a few of these categories. Experience among these delineations of language groups would be something both present and future teachers could prepare themselves for, as they will teach a melting pot of multi-lingual populations. In recognizing subgroups within language groups, effective teachers will not assume ELLs are all the same. They will be knowledgeable of the variations in language when referencing the speaker's origin. For example, Spanish speakers in Latin American are similar but are different when compared with Spanish speakers who originate from Spain.

The cultural background of ELLs will also shape an area of sensitivity that pre-service teachers should cultivate. Some ELLs are from more collectivistic cultures versus America's individualistic culture. A variation in their cultural background will impact the social aspects of ELLs and will play a role in their classroom. IHEs could

prepare future teachers to work with ELLs from all different cultural backgrounds and origins.

Definition of Terms

English Learner

An English Learner is a term used with respect to an individual who is enrolled in an elementary or secondary school, and ranges from ages 3 to 21. It is also “someone who was born outside the United States or whose native language is a language other than English (Elementary and Secondary Education Act Section (ESEA) 8101 (20) and Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA).” (Kentucky Department of Education, 2017).

Although an ELL may have come from an environment where a language other than English has had significant impact on his or her level of English language proficiency, it could also reveal patterns in their environment that contribute to cultural differences as well. They may have difficulties in speaking, reading, writing, or understanding the English language, and this will impact their proficiency levels on state assessments (Kentucky Department of Education, 2017).

Immigrant Children and Youth

Immigrant Children and Youth refer to individuals who range in age from 3-21 years, who were not born in the United States. They are also youth who have not been attending one or more schools in one or more states for more than three full academic years (ESEA Section 3201(5) (Kentucky Department of Education, 2017).

It is important to define these terms as they may be used in future studies on teacher candidate preparation and perception of cultural intelligence. A comparative cross-sectional research study can be designed to measure the cultural intelligence perception of teacher candidates. This researcher would like to explore characteristics of participants who are prepared by the same teacher preparation institution but differ in specific ways relating to their development of cultural intelligence. Although these candidates are currently prepared by the same institution, their own perception of cultural intelligence may differ. At the institution this researcher studied, the teacher preparation program provides opportunities for candidates to complete global clinical experience throughout their program. This researcher would like to examine these global experience options more closely to determine if this experience could contribute to an individual's perception of their own levels of cultural intelligence.

Cultural Competence

Cultural Competence includes the understanding of cultures and various dimensions of diversity (American Speech, Language, & Hearing Association, n.d.). It develops over time but begins with self-knowledge of one's own culture and continues to evolve with intercultural interactions.

Cultural Sensitivity

Cultural Sensitivity is the understanding of morals, standards, and principles in a specific culture, society, ethnic group or race, joined by a motivation to teach with this understanding in mind (Nugent, 2013).

Ethnocentrism

Ethnocentrism is the analysis of the world according to the “parameters” of one’s own culture. It is the belief that someone’s own ethnic group is the most important or is superior to all other cultures (Estrada, 2015, p.4).

Culture

Culture includes types of diversity found in individuals such as age, gender, ethnicity, profession, organization, religion, social economic status, sexual orientation and others. It is the “customary beliefs, social forms, and material traits of a racial, religious, or social group,” (Merriam-Webster, 2019).

Culturally Responsive Teaching

Culturally Responsive Teaching is a process where prior cultural knowledge, prior experience, and the performance styles of diverse students make learning more appropriate and effective (Gay, 2010).

Cultural Intelligence (CQ)

Cultural Intelligence is a person’s capability to function effectively in culturally and diverse contexts (Ang and Van Dyne, 2008). An individual with CQ can be effective across a wide range of intercultural contexts (Ang, Van Dyne, & Rockstuhl, 2015).

Earley & Mosakowski (2004) defined cultural intelligence as “an outsider’s seemingly natural ability to interpret someone’s unfamiliar and ambiguous gestures the way that person’s compatriots would” (p. 1).

Significance of the Study

In 2001, the No Child Left Behind Act began to recognize English Language Learners as a priority to consider in preparation for state assessments. In 2002, an

Enhanced Assessment Grant (EAG) provided by the U.S. Department of Education provided funding for the organization which would become WIDA. WIDA stands for the states who were originally involved in the grant: Wisconsin (WI), Delaware (D), and Arkansas (A). Interestingly enough, Arkansas dropped out, and the acronym was then identified to stand for World-Class Instructional Design and Assessment, but later its mission changed and was not directly aligned with its acronym. Although its mission has evolved, WIDA is its own organization and is no longer an acronym for an organization. Today WIDA's mission is to provide resources for teachers and to provide assessments and high-quality standards for Culturally and Linguistically Diverse students (WIDA, 2018). WIDA also provides data on how culturally and linguistically diverse students perform on an ACCESS exam. The ACCESS exam is an assessment intentionally designed to provide educators with a level of "access" in preparing their ELs to be proficient. This annual assessment, designed by the WIDA consortium, is a very important tool. Its score reports a student's level of English language proficiency as well as provides feedback to parents and resources to educators on how they can assist ELLs to be successful in K-12th grade. ELL population data can also be accessed through WIDA in conjunction with Access test data. Shortfalls in the Access exam does not let teachers know how students in non-academic areas perform, so they must be creative in the supports they provide for their instruction. However, current educational interventions explored in the U.S. Department of Education do look more closely at how ELLs can be served at the federal, region, state, and local levels (Glander, 2015). These interventions are related specifically to teacher preparation. Kids Count Data Center estimates examine the district profiles of English as a Second Language (ESL) teachers

hired and compare them to district populations, which show correlations between the number of different ethnic groups as compared to the number of ESL teachers who serve them. Test score data in Kentucky Districts may also be used to reveal trends in English language proficiency and should be taught in teacher preparation.

In this researcher's experience, schools are not prepared to serve the rising numbers of ESLs or ELLs. "Now, more than any other time in the history of public schools, classroom teachers are being held responsible for ensuring the success of English learners in their classrooms" (Faltis, 2013, p. 18). In many cases, communities, churches, and non-profits have provide extended care to assist schools in meeting the needs of ELLs. These alternative organizations aid school systems in providing solutions or ways to close the gap between multicultural families and assimilation. Organizations such as Columbus State Community College's ESL Afterschool Communities (ESLAsC). This institution provides ELLs with an afterschool program that includes academic assistance, enrichment activities, homework help, recreation, and provides a meal to students before they go home. There is also a bridge of discussion between the public-school- teachers and the leaders who offer services to ELLs through this organization. The 2017 Dollar General Literacy Award they earned for their program allowed the opportunity for them to also offer a six-week summer program to continue serving ELLs and their families throughout the summer (Afterschool Alliance, n.d.). Future teachers need to be aware of these resources and how effective they are in assisting the families of ELLs and ESLs outside the classrooms, while also seeking ways to provide for the needs of their students. Post-secondary institutions should expose their future teachers to these community resource options. They should choose P-12 partners

who model this connection and encourage partnerships between school and community to meet the needs of ELLs.

In recognizing the need for increased levels of global competency in teacher candidates and community partnerships in supporting ELLs, it is important to look more closely at one rural Kentucky private institution's teacher preparation program that offer global experience options to pre-service candidates in order to increase levels of cultural intelligence. However, prior to revealing the design of methodology for this study, it is important to frame a conversation about the current state of teacher preparation in relation to English Language Learners. There are obstacles EPPs face in teacher preparation that impact cultural intelligence in their candidates and are referenced in Chapter II's Review of Literature.

II. Review of Literature

When recognizing the growing number of ELLs in mainstream classrooms across the country, teacher educators should act more purposefully to prepare future teachers for the teaching of ELLs. This review of literature is compiled of topics related to the teaching of ELLs as well as a review of studies linked to teacher preparation programs and their preparation for teaching ELLs. As mentioned in Chapter I, according to Mcfarland etl, (2018) in their Condition of Education report published by the National Center for Educational Statistics revealed there were 4.8 million ELL students in public schools.

As mentioned in Chapter I, in 2013-14, funding provided for English Language Learners was granted to 10 districts in Kentucky but in 2017, this number grew to 70 districts, and six of those districts in Kentucky received additional funding. There was also an increase of immigrant populations which grew to 4,910 and contributed to 21,441 ELL students who received Title III funded English Language Services, and 21,385 students who qualified for state funding (Kentucky Department of Education, 2016).

As demographics continue to shift in Kentucky, future teachers will likely find the cultures of the world in their classroom. In the United States as a whole there are 4,851,527 ELLs enrolled in public schools and in Kentucky around 3% of its total population of 685,167 K-12 students are ELLs (Ruiz Soto, et al, 2015). Research reveals these shifts in P-12 populations and these growing numbers of ELLs will continue to appear in rural Kentucky classrooms. Therefore, rural Kentucky IHEs must prepare teacher candidates to overcome the challenges they may face in the classroom and to effectively work with English language learners.

ELLs Are Challenging Mainstreamed Teachers

Lucas, Villeges, and Freedson-Gonzalez (2008) reported on the growth of ELL populations in U.S. schools. In 2003, the authors identified 18.7% of 5 to 17-year-olds spoke a language other than English, which rose from 8.5% in 1979. When looking into further shifts in populations, between 1999 and 2000, the enrollment of limited English proficient students went up 105%. However, “Although many states and schools have taken steps to address the need to develop students’ global perspectives, lack of teacher preparation is a major obstacle” (Merryfield, 1991, p. 11) in teaching English Language Learners (ELLs). In a survey of 417 higher education institutions, fewer than one in six prepared mainstream teachers for teaching ELLs (Menken & Attunez, 2001).

Unfortunately, most mainstream teachers do not realize “there is a gap between good teaching practices for fluent English speakers and effective practices for ELLs” (Jong & Harper, 2005, p. 102). Busch (2010) recognized that too often, pre-service teachers base their teaching of language-minority student populations on self-experience. Their personal experience does not often match up with the same prior experience of their cultural and linguistically diverse students (Jones, 2002). Approximately 82% of 3.1 million teachers in American public elementary and secondary schools are White (McFarland, etl, 2014). In other words, it is hard for a predominantly White and middle-class teacher population to understand the needs of culturally and linguistically diverse student populations (Hooks, 2008; Verma, 2009).

Intense scaffolding and explicit teaching play an important role in language development (Gibbons, 2002). Mainstream teachers should recognize the distinct

differences between conversational and academic language proficiency (Cummins, 2000; Thomas & Collier 1997).

Hakuta, Butler, and Witt (2000) discovered in their studies that it takes anywhere from three to five years to develop conversational English, but can take four to seven years to learn academic English. Pray and Marx (2010) claimed that monolingual teachers perhaps also lack the understanding for recognizing the struggles of their students, in their journey towards second language acquisition. “Teachers not versed in in ELL instruction might mistake student silence for limited cognitive ability, or consider first-language use as an academic hindrance” (Salerno & Kibler, 2013, p. 6). Mainstream teachers have falsely identified ELLs for special education because they appear delayed. However, it is often found that it is not the lack of competency but the language barrier that challenges the ELLs’ academic success (Jong & Harper, 2005). Mainstream teachers must monitor their own language (both verbal and non-verbal) support for their classroom. In spite of their lack of training, mainstream teachers will still need to accommodate for differences while being aware of their inadvertent stereotypes. For example, some have assumed non-native speakers understand the structures of English in the same way as native speakers; therefore, they assume the same feedback and classroom instruction with little to no differentiation is justifiable. On the contrary, non-native speakers require different instructional feedback than native speakers, and this provides a challenge for classroom teachers (Jong & Harper, 2005).

Mainstream teachers need to recognize the stages of language development in order to intentionally design questions of different levels of proficiency and to not water down the curriculum or to assume students have the inability to perform (Jong & Harper,

2005). “When teachers help ELLs to acquire an understanding of intricacies and struggles within the world that surrounds them, they give these students more than survival skills, they give them skills for overcoming” (Daniel, 2008, p. 29). Native language transfer (Odlin, 1987) and code switching (Meyers-Scotton & Jake, 2001) are two bilingual challenges mainstream teachers may experience with their ELLs. Although interaction between the two will not always result in language learning (Valdes, 2001), cooperative learning structures intentionally designed within the classroom may assist with language development (Harper & Platt, 1998).

Mainstream teachers also need to recognize their own assumptions pertaining to language used in the classroom. This language may provide a momentous challenge for ELLs, as it could cause confusion and limit learning in their classroom (Harklau, 1999). They also need to recognize that the English language would need to be taught in their classroom. Unfortunately, some mainstream teachers assume that it is someone else’s responsibility (Short, 2002, p. 21). In contrast, Gibbons (1998) recognized how important it is for “the construction of new curriculum knowledge to go hand-in-hand with the development of a second language” (p. 99).

Teachers of ELLs must be able to monitor their use of classroom language in order to provide the proper support to enrich the learning of ELLs (Jong & Harper, 2005). In order to accomplish this goal, they need to become aware of their own oversights and be more sensitive to the needs of English language learners. Challenging the teacher’s attitude towards his or her students, their students’ cultures, and communities is what provides a key towards progress (Nieto, 2000, p 196). Teaching linguistically diverse students is a responsibility of all teachers, and it is important for teachers of all content

areas to “teach content and context-specific instruction through a language lens” (Salerno & Kibler, 2013, p. 6).

Immigrant Students Compared to Other ELLs

Often, assumptions are made about ELLs and one of these assumptions are that ELLs are all immigrants, and that is not always the case. Rodriguez-Valls (2016) concluded from his studies how often these “stereotypes” lead pre-service teachers to subgroup immigrants into the same category as other second language learners which certainly reveals a need in teacher preparation for deep analysis on the *unique traits and characteristics* of immigrant students.

Pre-service teachers should be aware of the “Stress, fear, and anxieties immigrant students experience while moving from their home countries, as this will uniquely impact their second language acquisition,” (Rodriguez-Valls, 2016, p. 45). Suro (2011) recognized the “shaping” or impact immigrants and their children have on education. Important implementation of cultural and linguistic responsive pedagogy, in connection to prior knowledge can lead to successful learning of immigrant populations (Nieto, 2013; Vasquez, 2004). “If we are to prepare teachers for these new multilingual, multicultural, global classrooms, we have to redesign teacher education programs to equip teachers with the pedagogy and methodology needed to meet the needs of immigrant students and their families” (Rodriguez-Valls, 2016, p. 41).

Barlett and Garcia (2011) emphasized the importance of forming partnerships with parents to work with students who are immigrants in inclusive education. As current research trends recognize a continual increase of immigrants into our nation’s classrooms, “It is important to move away from conceptualizations of immigrant students

as taking up resources, and toward a view that they are deserving of an investment of resources,” (Perez, 2011, p. 150). “Just as immigration implies moving from one place to another, pedagogy of the immigrant implies moving the center of teaching from us-the teachers-to involving the identity and community of all students,” (Rodriguez-Valls, 2016, p. 47). Therefore, teacher preparation should include intentional study on immigration.

Teacher Awareness and Dimensions to Analyze for Cultural Intelligence

Krashen (1982, 2003) believed if a language learner did not feel comfortable in their classroom, then a subconscious filter would be activated and would prevent him or her from successfully developing linguistically. Even with adaptations made to instruction, the classroom environment was found to be a direct determiner of the ELL’s success. Only effective teachers of ELLs will recognize their role as language teachers and facilitators of cultural interaction within their classroom (Brisk, 1998).

Wright (2005) discussed the importance for a teacher to find the balance between “social and pedagogical purposes” that may be visible in their classroom behavior. Brown (2007) metaphorically expanded his study in his comparison of learning a second language to “acquiring a new identity.” Sociocultural teaching is conscious teaching, and before its methods can be properly carried out, a teacher, according to Islam (2017), will need to be aware of his or her cultural identity and how it impacts teaching as well as the second language acquisition of their learners. Teacher candidates need to learn as much as they can about each ELL’s primary language, prior knowledge, background, and education. Prior knowledge is not something that only plays a role in how a student learns; it also influences how a teacher will teach.

In reviewing cultural intelligence, Gerrt Hofstede (2011) discovered cultural dimensions of corporations. He discovered that assumptions impacted its business. Pre-service teachers too must become aware of their own assumptions or blind spots, as they may impact cross-cultural adaptable instruction.

Baldwin, Buchanan, and Rudisill (2007) discovered in their studies that pre-service teachers have stereotyped minority children including those who were ELLs, believing they lacked motivation and did not like school. However, in being provided with clinical experience options where they interacted with them more, these pre-service teachers recognized social inequalities had influenced their views. Gomez, Strage, Knutson-Miller, and Garcia-Nevez (2009) completed a study of 500 pre-service teachers who were enrolled in six undergraduate child development courses at three state universities. In their results the monolingual native English-speaking pre-service teachers, when compared to the other participants, had the lowest expectation for enjoying work with culturally and linguistically diverse students prior to their experience. Then upon completion of their experience, although their feelings were better, they still had the lowest level of interest in working with culturally diverse learners compared to the other participants. The pre-service teachers who were most excited about working with culturally diverse learners were those who could also speak a second language. Gomez et al. (2009) concluded from their findings that it was only the increase in positive interaction with culturally and ethnically diverse children that led these pre-service teachers to “increase their openness and interest” in working within these populations (p. 135).

Culturally Responsive Teaching

Culturally Responsive Teaching recognizes the importance of including cultural references in student learning (Ladson-Billings, 1994). It is imperative for teacher preparation programs to provide specific training that teaches pedagogy correlated directly to working with culturally and linguistically diverse (CLD) populations (Clair & Adger, 1999; Gandara & Maxwell 2000; Filmore & Snow 2000; Gonzalez & Darling Hammond 1997; Olmedo 1997; Zeichner 1996). Also, integrating issues related to CLD populations in every course and within the clinical experience of pre-service training will help to prepare future teachers (Olmedo, 1997; Zeichner, 1996). Filmore and Snow (2000) recognized the positive impact on CLD instruction if teachers need to know the correlation between language and teaching as well as language and learning.

Cummins (2008) discovered the application of vocabulary used in writing as an academic language that felt like another language. Short (1994) studied middle school English programs. Effective teaching in these programs included instruction in content and language, as well as intentional activities designed to increase critical thinking. By integrating both content and language objectives, content teachers can become more effective in teaching ELLs, (Cloud, Genesee, & Hamayan, 2000; Echevarria, Vogt, & Short, 2000). Norris and Ortega (2000) found fixed and predetermined grammar lesson plans in which they analyzed language meaning and intentional, explicit instruction. Lucas et al. (2008) concluded classroom teachers need to know the difference between conversational proficiency and academic language proficiency. After all, second language learners develop conversational proficiency of language within 2 years of initial

exposure, and it takes approximately 5 to 7 years to develop academic language proficiency when compared to a native speaker of the same age.

Lucas et al. (2008) believed ELLs who are learning English as a second language do not need for their language learning and academic language, to become “disentangled.” In working with English-proficient and academically capable peers in groups of different configurations on academic tasks, ELLs would achieve the social interaction necessary to develop conversational and academic English (Lucas et al., 2008).

Echevarria et al. (2000) and Gibbons (2002) discovered in their studies scaffolds help make academic content understandable. They determined extra linguistic supports such as visual tools and graphic organizers would also help to supplement and modify oral language. Teachers serving more in the role of facilitators who encouraged some use of ELLs speaking in their native tongue and provided purposeful activities that offered opportunities to interact with others helped to minimize anxiety associated with being an ELL (Lucas, 2008).

Other current studies show the desirable impact of professional development specifically linked to the teaching of CLD students in helping pre-service teachers to become knowledgeable of language, linguistics, cultural diversity, second language teaching and acquisition, academic discourse, and text analysis (O’Hara & Pritchard, 2008). The Sheltered Instruction Observation Protocol was also one tool that helped candidates to work more efficiently with diverse populations. Gee (1999) and Norris and Ortega (2000) discovered effective instruction in their studies of these programs to include explicit instruction.

Cohen and Wang (2018) explored learner-centered approaches where learning was determined by the learners themselves. However, years earlier, Clair & Adger (1999) and Short (1994) found the skills needed for group work were to be explicitly taught as well as intentional, and the grouping of linguistic or academic partners would need to be intentionally assigned. In explicit instruction, they expressed how information would need to be chunked with visual supports. They also felt modeling with role playing and whole group assignments to support the instruction of English language learners. In follow-up to the completion of activities, explicit feedback would be used to support or extend learning.

Curriculum of Education Preparation Provider Programs

In Walton, Baca, and Escamilla's (2002) study for the Center for Research on Education, Diversity and Excellence (CREDE) (as cited in O'Hara & Pritchard, 2008) made seven recommendations for teacher preparation programs.

Future teachers should:

- Be prepared to work with students of different social, cultural, linguistic, and economic backgrounds
- Be knowledgeable of first and second language acquisition as well as the variations of dialect and the building blocks of language development.
- Recognize cultural patterns and their influence on diverse populations within the U.S.
- Be aware of specific teaching methods strategically designed to equate the access of academic language along with language learning.

- Be competent in the understanding of literacy development and how it relates to first and second language acquisition.
- Engage in professional development specifically related to linguistic and cultural diversity within American schools. (pp.44 – 45)

Lucas (2008) realized that teacher educators will often use a single course or field experience to teach strategies to encompass the teaching of all diverse populations (e.g. Walker, Rauney, & Fortune, 2005) however, revision of one or more existing courses or revisions to required field experience designed to incorporate specific teaching strategies for ELLs is most recommended (Friedman (2002). Most of the texts selected for this one diversity course does not fully articulate the knowledge base required in the application of instructional practices being discussed in this one course (Friedman, 2002).

Lucas et al. (2008) specifically recognized the limitations that teacher education programs have on teaching ELLs. Specific techniques related to culturally responsive teaching were not taught in the general education programs but were rather taught in specialist degree programs. The restraints on credit hours appeared to limit this access of knowledge along with the expectations of state licensure boards. At the conclusion of their studies, they believed teacher education programs were designed to incorporate necessary knowledge and skills to prepare preservice teachers to be “linguistically responsive.” Future teachers need to recognize the need to make provisions for social interaction in the regular classroom. In being sensitive to the needs of ELLs to practice conversational and academic English, teachers would allow the context of a safe and welcoming environment to increase both language and content development of ELLs. This type of provision would minimize anxiety levels of ELLs and encourage them in

their acquisition of the English language. Therefore, pre-service teachers are to be aware of the impact explicit instruction will have on the general education classroom. They should have an intentional focus on encouraging the linguistic development of their ELLs. In recent years, there has been more emphasis placed on providing professional development necessary for current teachers to teach the increased number of ELLs. On the other hand, as there are ongoing shifts in population, post-secondary institutions should provide a proactive approach in preparing pre-service teachers for linguistic responsive teaching.

Jong and Harper (2005) proposed a framework that combined the efforts of mainstream classroom preparation with the preparation currently present in ESOL/bilingual teacher preparation programs. Their framework consisted of three parts—knowledge, skills, and dispositions—and placed a high emphasis on three suggested dimensions of disposition: knowing the process of learning a second language, language and cultural teaching, and an increased importance of setting explicit linguistic and cultural goals (p. 118). Perhaps in the implementation of this framework in preservice teacher preparation, future ELLs will be more efficiently served.

Cultural Intelligence

Short (1994) was an earlier theorist who designed a study specifically to examine strategies for regular classroom teachers to use in the teaching of ELLs. His Canadian study found a level of importance for teachers to be knowledgeable of developments in cultural theory and its continual shifts in the relationships of ethnicity, social identity, and usage of language. His case-study analysis revealed evidence to support collaborative, content-based instructional modules in socio-cultural awareness. However, cultural

sensitivity and awareness is not enough; individuals must go beyond existing notions of cultural sensitivity and awareness to identify reoccurring capabilities of individuals who can accomplish their objectives no matter what the cultural context (Van Dyne, Ang, & Tan, 2017, p.3). Cultural Intelligence includes modifying cultural biases and stereotypes to allow for cross-cultural learning (Alexandra, 2018). Gay (2002) expressed her desire for teachers to mirror “cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (p. 106). To have this lens in which to view the communication of an English Language Learners would be most helpful in a classroom as a teacher, as to not misinterpret the student’s communication.

Ang & Van Dyne (2008) subdivided Cultural Intelligence (CQ) into four areas: Metacognitive CQ, Cognitive CQ, Motivational CQ, and Behavioral CQ. Metacognitive CQ refers to cultural awareness during intercultural communication. In Metacognitive CQ an individual is aware of their own cultural assumptions and biases and is sensitive to the potential interpretation of their actions from the lens of the different cultures they are interacting with. Cognitive CQ focuses on gaining knowledge of the culture the interactions are to take place within. Seeking specific elements of knowledge associated with specific cultures is the key element to building Cognitive CQ. Motivational CQ on the other hand is the driving force behind cross-cultural connections. In order for someone to be successful in intercultural competence, they would need to make a conscious effort to interact with other cultures. Finally, Behavioral CQ is the accuracy of the verbal and nonverbal communication or interaction of an individual with other cultures. Those who have high levels of Behavioral CQ will be flexible in their

interactions with other cultures recognizing their accuracy and inaccuracies and will make various adjustments as needed to have positive cross-cultural encounters. It is not the recognition of differences among cultures that impact a person's level of CQ, but is also the recognition and knowledge of similarities among cultures as well. (Ang & Van Dyne, 2008, p. 4-7)

Culture Intelligence in the classroom will be present in teachers bridging cultural differences and developing flexibility and being aware of one's own cultural assumptions (Eberly Center, n.d.). In a culturally sensitive classroom where the teacher's Cultural Intelligence Quotient (CQ) is high, various cultures will be considered in lesson planning. For instance, if a teacher wishes to use games, role-play, or simulations, students will be first granted the opportunity to develop confidence by memorizing material, and practicing with peers before done in front of the class (Cultural Intelligence Center, 2014).

In the awareness of cultural intelligence, one needs to recognize his or her place in both present and future curriculum. Cultural Intelligence can be measured most recently by a performance-based measurement system. In this type of assessment, participants respond to multimodal simulations of intercultural situations that they may find rather challenging (Center for Creative Leadership, n.d.). Alexandra (2018) completed a pre and post design study on 122 postgraduate students. The intention of the quantitative assessment was to examine the relationship between social dominance orientation and the possibility of changing stereotypes through cross-cultural training involving culturally different groups. The findings revealed that socially dominant individuals were less likely to benefit from contact-based cross-cultural training. On the

other hand, those who had a greater interest in changing stereotypes were most likely to increase their cultural intelligence (Alexandra (2018), p. 62). It was determined in this study that since the response to this assessment was self-reporting that if the author should repeat the study, it would be important for those considered socially dominant in their culture to reveal their specific stereotypes of a cultural group prior to their “hypothesized relationships of contact-based cross-cultural training,” (Alexandra (2018), p. 62). After experiencing these hypothetical cross-cultural interactions, follow-up conversations with these individuals could be done to determine if their stereotypes shifted in any form. Further study of these outcomes then could be enriched if they would be duplicated where their stereotypes would be revealed prior to their study-abroad internship and would be completed in the culture they stereotyped, then after completion of the internship share if their stereotypes were as accurate as they had once thought prior to being immersed into that culture (Alexandra (2018), p.73-74).

Cultural Intelligence “is the number one predictor of success in a borderless world” (David Livermore as referenced by Deady, 2018). It is intriguing that Deady, 2018 describes the growth of cultural intelligence to not have a ceiling. Cultural intelligence will constantly grow as individuals open themselves up to other cultures and desire to learn about them and different people. “A teacher with a high CQ is capable of “empowering students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge skills and attitudes” (Ladson Billings, as included in Deady, 2018). The best way to learn about different cultures is to be fully immersed in them so perhaps, global experience in teacher preparation would allow for the expansion of Cultural Intelligence.

Global Experience for Pre-Service Teachers

Burnell (2006) and Gacel-Avila (2005) believed cultural and linguistic needs could be met within global teaching. Alfaro (2008) found that teacher preparation programs are responding slowly to meet this need. She believed universities should offer global teaching opportunities, but in her studies, she found that many universities did not offer this opportunity. She did, however, discover California State University's teacher preparation program included a split setting for pre-service teachers to student teach that included global teaching experience. This university offers two partial summer sessions of coursework with an additional partial spring semester of coursework to be completed on campus. The remaining portion of their academic year is spent in Mexico. Mexico's State Department of Education partnered with California State University to offer this opportunity. At the conclusion of this experience, pre-service teachers received credentials for Bilingual Cross-Cultural and Language Academic Development (BCAD) from California's Commission on Teacher Credentialing (CCTC). Interestingly, Alfaro (2008) also found one reason this experience was so effective is while these students were in Mexico they stayed with host families, taught 8 weeks in public school as well in private schools, and "indigenous" schools. Their candidates did not teach in isolation, but while there, Mexican faculty taught methods, language, and cultural courses for these students to strategically apply their new learning to the classroom. According to Alfaro (2008), "global teachers need to develop the knowledge and skills of intercultural intelligence for themselves and their students in order to adapt to changing conditions in our schools and classrooms" (p. 22).

Literature Consensus

There is a strong need for pre-service teachers to embody a desire to meet the needs of future ELLs. “Explicit attention to the linguistic and cultural needs of ELLs is lacking in most teacher preparation programs” (Jong & Harper, 2005, p. 102). Pre-service teachers must recognize they are to share in the responsibility and to collaborate with other colleagues in order to meet their needs. Islam (2017) recognized a teacher’s beliefs, talk, questioning, diversity, and complexity “shaped” their teaching meaning that there are different assumptions a teacher may make about ELLs which would impact their efficiency in teaching ELLs. These assumptions may be conscious, or they may be rooted in their subconscious based on their cultural background, personal teaching, and cultural experience (Farrell, 2015). Heyl and Mccarthy (2003) concluded that graduating future global competent teachers is pertinent for pre-service teachers. Based on their research, global experience is one opportunity for pre-service teachers to expand their worldview and possibly be more prepared to empathize with English language learners. It is important, as a researcher who is passionate about preparing future teachers to work efficiently with ELLs, to design a study that analyzes the potential effects global experience opportunities may have on a candidate’s cultural intelligence. The methodology for such a study can be found in Chapter III.

III. Methodology

Theoretical Framework

After recognizing how many rural Kentucky private institutions of higher education offered only one diverse learning course for their teacher candidates, this researcher furthered her study into studying these preparation programs. It was revealed in one of these institutions, supplementary teacher preparation could possibly prove invaluable to candidate preparation in teaching ELLs. It was discovered this institution intentionally designed global teaching opportunities to expand the credentials of their teacher candidates and to prepare their teachers for culturally and linguistically diverse student populations. Candidates in this institution had offered extended opportunities to its candidates to teach in global settings. These settings included teaching abroad and extended student teaching placements in a foreign country. The candidates involved in these opportunities were fully immersed into a culture other than their own. This researcher decided to study the benefits these global experiences may have had on candidate perception levels of cultural intelligence and how this also impacted their teaching of ELLs.

The analysis of this data was applied through an emergent grounded theory approach (Corbin. & Strauss, 1990). It was qualitative and compiled of a purposeful sampling (Denzin & Lincoln, 2000; Hays & Singh, 2012). This type of sampling required specific criterion developed before entering this field of research (Hays & Singh, 2012, p.164; Patton, 2002). The participants for this study were classified as a network sample since the participants knew each other (Hays & Singh, 2012) and they were selected from a specific rural KY IHE that offers global experience options to its pre-service teachers. This sample was studied as a “benchmark case” for this institution

(Hays & Singh, 2012, p. 165). These Spring 2018 graduates were the first group of teaching candidates at this institution offered global experience options all four years, and the 2019 graduates were the second group of student teachers who also had the opportunity to teach in another country. However, from this population of around 70 candidates, a “purposeful random sampling” was extracted as this researcher randomly selected 12 candidates from this purposeful sample to increase the sample variation, (Hayes & Singh, 2012, p.165).

This study was viewed as a grounded theory-inductive approach (Hayes & Singh, 2012). This researcher wondered if the suggestion from literature relating to global experience impacting cultural intelligence was the same phenomenon present in its population of candidates. This study was completed through a collection of responses to open-ended questions in the form of a survey given to each participant. This study had the characteristics for grounded theory as were identified by Charmez and Mitchell (2001) and described by Hayes and Singh (2012, p.49).

- **Simultaneous data collection and analysis** -As each candidate was surveyed, their perception was analyzed and compared to other candidates’ cultural intelligence perception.
- **Pursuit of emergent themes through early data analysis** -Emergent Themes were reviewed by previous researchers included “grounded theory as a research tradition serving to generate and validate theory based on present data and the constant comparison of the two” (Hayes & Singh 2012, p.49; Henwood & Pidgeon, 2006; Rennie, 1998).

- **Discovery of basic social processes within the data** -Candidates shared their experience or lack of experience with global mission opportunities while pursuing their teaching degree at this institution.
- **Inductive construction of abstract categories that explain and synthesize this process** -The categories of participants emerged as similar characteristics were either shared or not shared among participants.
- **A theoretical framework that specifies causes** -The cause of different levels of cultural intelligence emerged as data were collected and coded to recognize subgroups within the responses that were collected.

(Charmez & Mitchell, 2001 & Hayes & Singh 2012, p.49)

Conceptual Framework for the Study

The conceptual framework for this study illustrated in the diagram found on page 33, first began with this researcher's experiential knowledge, which included the potential hypothesis that global opportunities could have an impact on a teacher candidate's level of cultural intelligence. Secondly in recognizing how prior research, such as that done by Paine, Aydarova, & Syahrill (2017) recognized four dimensions of globalization in teacher education. These four dimensions validated the intentions of this study. In designing this study, this researcher contemplated the first identified dimension. The first dimension recognizes there is continual movement in people across borders, and this dimension challenges teacher education as increased diversity will impact a classroom. In this researcher's review of the literature it was revealed that "one in four school children in the U.S. is either an immigrant or a U.S.-born child of immigrants" (Tamer, 2014, para. 4). The second dimension in recognizing the impact of a teacher's

own “narrative” in influencing their cross-cultural understanding (Paine, Aydarova, & Syahrill 2017, p.1137) also was explored in this study. Not to mention, the third dimension of seeing the benefits of cross-cultural immersion through service learning or international teaching experience (p.1136-1137). Then recalling the final dimension for globalization in teacher education found in teachers desiring to expand their own borders and migrate to other countries to teach (p. 1137) was also examined in the candidate’s response. Although this researcher did not complete a pilot study, the desire to complete this thought experiment was the conceptual framework of this study. This researcher did test her perception of the importance global experience played in teacher preparation. In seeking feedback from previous graduates of this specific institution the researcher was able to see if perceived levels of cultural intelligence were impacted by global experience as shown in Figure 1.

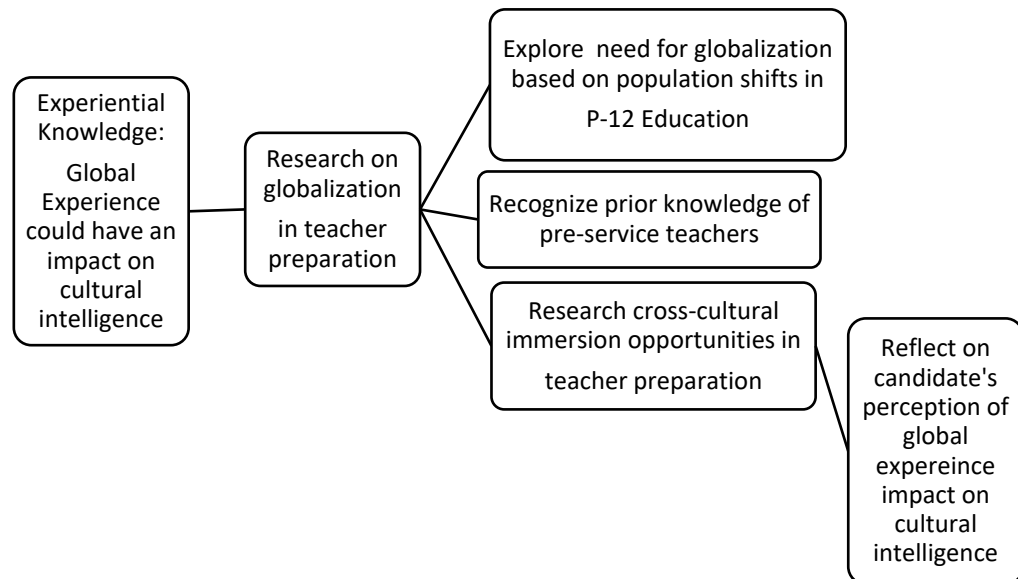


Figure 1. Conceptual Framework Diagram

This qualitative research study was approached through a philosophical assumption of epistemology. The Epistemological Philosophical Assumption as identified by Creswell and Poth (2018) involved the researcher recognizing the relationship to the researched, being aware of the need to be subjective, and being the person who spent time in the field with the participants, but relied on quotes from the participants as evidence. In reference to this philosophical assumption, the researcher, being an expert in the field of English Language Learning who has a Masters in Teaching English to Speakers of Other Languages (MA- TESOL) and has a P-12 ESL Endorsement in Kentucky would have common knowledge on potential impacts experience plays in ELL teacher preparation. The researcher is also a professor in the institution in which the study took place and part of her responsibilities was to prepare future courses designed for the teaching of diverse learners. Based on feedback from previous graduates the researcher is aware of a need for more teacher preparation to include training for the teaching English Language Learners within the general education curriculum. Although this researcher did not interview the candidates directly, she sought out their responses to open-ended questions in the means of a survey.

The interpretive framework for this study was identified as Social Constructivism. As a social constructivist this researcher, as described by Creswell & Poth (2018) sought to understand the world in which they live, that being the world of teacher preparation. In seeking out candidates who have recently completed a teacher preparation program at a rural Kentucky IHE institution, this researcher chose to explore how the participants' varied experience within the same teacher preparation program impacted cultural intelligence perception and potentially impacted their teaching of ELLs.

Research Questions Revisited

This researcher investigated the impact global experiences had on teacher candidate perception of cultural intelligence and answered the following research questions:

1. How have opportunities of global experience impacted cultural intelligence perceptions in participants?
2. How have opportunities to serve in global settings impacted teacher sensitivity towards ELLs?
3. How are the perceptions of cultural intelligence different between participants who have had global experience as compared to those who have not?

Instrument

In order to have a better understanding of the perception level of cultural intelligence in these participants, an instrument was used to assess their baseline knowledge in the form of a survey. Although the questions of this instrument were original, the framework used to design the survey was inspired by a current valid and assessment tool described as the Cross-Cultural Adaptability Inventory (CCAI).

Kelley and Meyers (2015) designed a tool to “increase participants’ ability to relate to other cultures” (p. 4). The origins of their instrument date back to 1986 when it was designed to assist employees with the understanding of multicultural dimensions as they self-reflect on how they can work within a culturally diverse environment. This checklist measured factors of knowledge, culture, and previous experience obtained in living abroad (Kelley & Meyers, 2015, p. 4). The analyzed terms defined by Kelley and Meyers (2015) include: “emotional resilience,” which refers to how an individual

“balances emotions, navigates difficult feelings, and maintains a positive outlook,” (p. 5). “Flexibility/openness” referenced how an individual can remain nonjudgmental and tolerable of new ideas and customs while they also enjoy opportunities to encounter others in different ways of thinking and behaving (p. 5). “Perceptual acuity” measures how effective an individual is at the discernment of subtle hints or verbal and non-verbal cues, attention to detail, their level of empathy, and their awareness of “nuanced interpersonal context” (p. 5). “Personal autonomy” indicates an individual’s level of dependency on familiar and cultural cues that aid them in the formation of their identity and strengthens their sense of self and values in any environment or culture, (Kelley & Meyers, 2015, p. 5).

By assessing these four precise dimensions of character, the authors felt a clear vision of a person’s level of motivation in working with different cultures and their ability to embrace cross-cultural challenges. It was designed as an assessment tool to assess an individual from any cultural background. Although there have been revisions to their tool through the years, the distinct areas of their assessment: emotional resilience, flexibility/openness, perceptual acuity, and personal autonomy can still be categories to consider relating to cultural intelligence today. In exploring these dimensions, a clear understanding of an individual’s motivation to embrace a new culture may be established. Their survey had a predictive validity, but it did not target a specific culture as it was designed to be culture-general. The cultural perception conclusions for individuals who complete this assessment regardless of their cultural background have assisted in preparation for study, work, or living abroad (Kelley & Meyers, 2015, p. 4).

Nguyen, Biderman, and McNary (2010) completed a validity on the CCAI assessment tool and found this instrument to achieve a 95% rate of validity. This tool had proven to be effective in multiple settings, and since it was proven valid and reliable, a similar variation of this instrument could be useful in establishing a baseline of teachers' openness and motivation towards working with ELLs in the classroom.

The survey located in Appendix A which was originally designed for this study. It was peer-reviewed by faculty and P-12 faculty to determine its validity using a Lawshe Content Validity Assessment. Peer-reviewers determined if each question being asked on the survey was either essential, useful but not essential, or not essential, as Lawshe (1975) completed in his content validity screenings (p. 567). The participants were made aware, as demonstrated in Appendix B, that the questions on the instrument were to assess the perception levels of cultural sensitivity among recent graduates; however cultural sensitivity is only a state of mind, so later the term cultural intelligence was adopted and updated on the instrument. According to Lawshe (1975) for a population size of 10 peer reviewers, the Content Validity Ratio is recommended to be equal to 0.62 (p. 568). The Lawshe formula includes using the total number of experts (N) and the number of experts who found the items essential (E) to determine items on an assessment as valid as shown in Figure 2.

$$CVR=[E-(N/2)] / (N/2)$$

Figure 2. CVR Formula (Lawshe, 1975, p. 5).

Source: Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28, 563-575.

According to Lawshe (1975), it was desirable for more than half of the reviewers to determine the content of each question as essential in order to increase its level of validity. A Lawshe analysis was completed on this survey and is located in Appendix B following this chapter, results for each section are also included in this document. The survey instrument adapted after the Lawshe was completed is in Appendix C was used to assess the perception of the participants among the same four areas: Emotional Resilience, Flexibility/Openness, Perceptual Acuity, and Personal Autonomy. Based on the results of Lawshe, the original 10 open ended questions were revised to become eight open-ended questions, however Question 3 did receive an extra descriptor on the final instrument in Appendix C. Question 3: “What has your experience been in working with students or others from different cultures?” It is possible that the expert reviewers could have automatically assumed this question would include working with English Language Learners in the classroom, but the researcher wanted to clarify this to the participants so after Question 3 in parenthesis it was revised to state (ex. Working with English Language Learners in school settings etc.). There were two sub-questions whose Content Validity Ratio were found to be 0.40 and two of the questions which scored a CVR of 0.60 which appeared to restate earlier questions in the survey and were also removed. The removed questions are shaded in blue in Appendix B. Other questions which scored a CVR of 0.60 were kept within the survey, since they were considered probing questions of the approved questions. However, all the primary questions did receive a CVR of 80%, and none of the questions were determined as “Not Necessary.” Based on the completed Lawshe analysis, this instrument located in Appendix C, had a high level of content-validity. It was used as a tool to allow participants the opportunity to explore

their own perceived levels of cultural sensitivity and was classified as a Cultural Intelligence Survey because sensitivity is an emotion and cultural intelligence (CQ) is the ability to effectively practice within the settings of different cultures (culture.com). The headings from the original survey were removed for production of a final instrument so all questions would be answered without the participants' perception affected by any preconceived thoughts the headings may have suggested. A teacher must be open to various perspectives in how to meet the needs of their ELLs and this survey did provide baseline data to determine future impact.

Population and Sample

The participants for this study included some graduates from the Spring 2018 who have currently taught ELLs and participants were pre-service Spring 2019 teaching graduates of this institution. To determine the students who received the opportunity to participate in the study, the Student Teacher Coordinator and the Assessment Coordinator of this institution assisted the research stratified sampling of these graduates. "Stratified Sampling is a form of random sampling in which a population is divided into two or more groups according to one or more attributes" (Research-Methodology, nd). The samples were extracted according to these three categories or strata: (a) student teachers who student taught in another country; (b) student teachers who did not student teach in another country but participated in other pre-service global opportunities offered by this institution's School of Education while completing their teacher preparation; and (c) student teachers who did not participate in any of the School of Education global opportunities while completing their program. To complete stratified sampling, the assessment coordinator and/or student teacher coordinator helped to identify which

candidates fit into each of the three subgroups, and each category was assigned a number. For example, student teachers were coded with the number 1 if they completed student teaching in another country, a 2 if they participated in global experience opportunities while in their teaching program, but did not student teach in another country, and a 3 if they did not participate in any global experience. Then the students were classified according to the number they were assigned. After each student teacher was classified into at least one of the three groups, the researcher numbered the students off and used the Research Randomizer website to pull numbers out of each category to identify their participants. The results which occurred were similar to those found in Table 1.

Table 1

Example of the Random Selection Process used to Select Participants

3 Sets of 2 Unique Numbers Per Set		
Range: From 1-70 Sorted from Least to Greatest		
Set #1	Set #2	Set #3
p1=14	p1=4	p1=14
p2=30	p2=7	p2=15

Note. Randomizer.org was the website used to complete the random selection of numbers

The names matched to the numbers were listed and renumbered 1-12. The 12 identified were the participants involved in the study. When an individual from the list did not wish to participate another stratified random sampling occurred until the researcher had 12 participants in the study.

As can be seen in Figure 3, this study measured the student teachers' perception of their level of cultural intelligence based on their global experience.

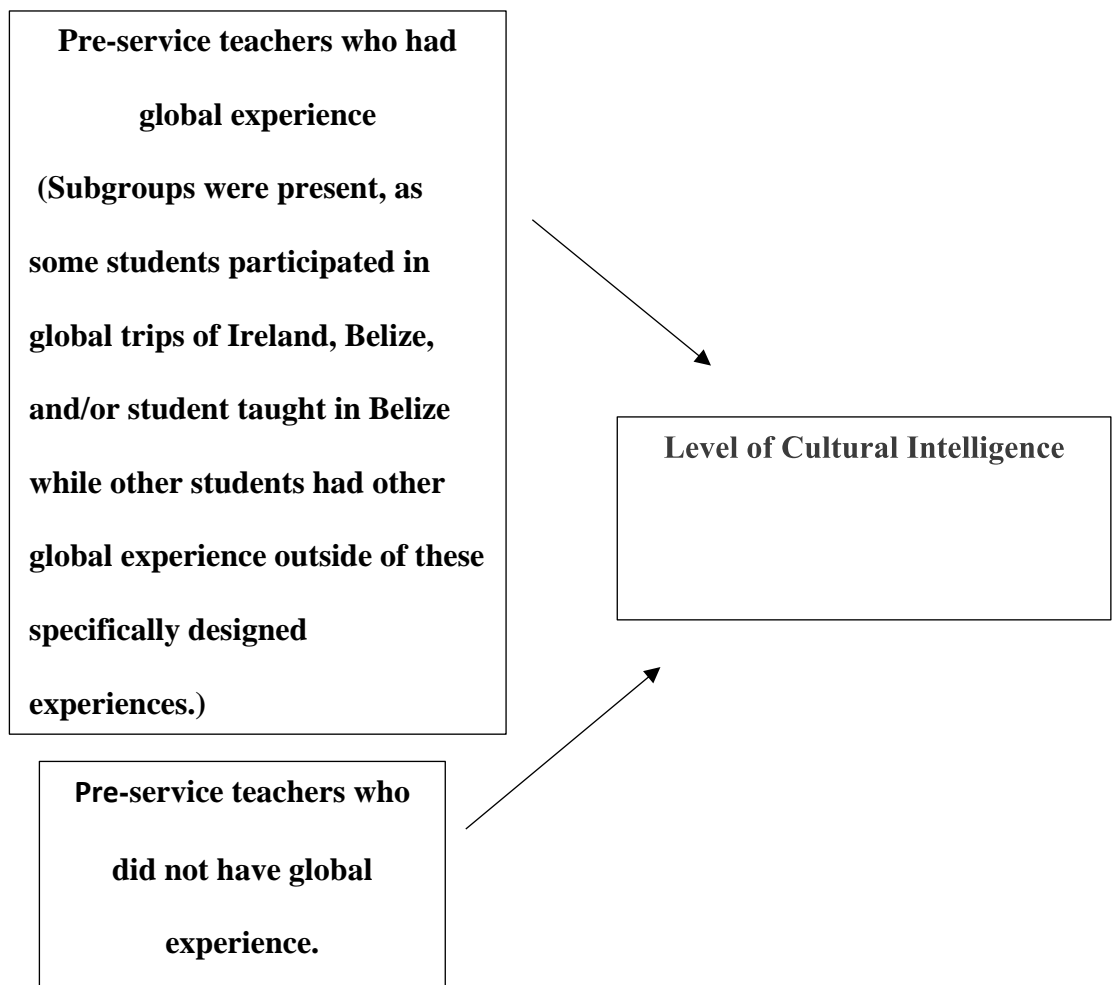


Figure 3. Framework for Examining Participant Global Experience.

Data Collection Procedures

To complete this study, the researcher completed IRB permission from both institutions. Upon approval of the IRB, the sampling of population occurred.

After the sampling was complete, candidates were sent through email a cover letter (Appendix D) inviting them to complete the Informed Consent Release Documents from both institutions (Appendix E & Appendix F) to sign and to return to the researcher. Participants were told in the cover letter that this survey was to determine cultural perception levels in recent teacher graduates from the IHE, and in completing this survey they were able to contribute to research designed to improve preparation of future teacher candidates. Upon receipt of their signed consent form, either signed, scanned, and emailed back to the researcher, or signed and mailed back to the researcher, the survey was emailed to the participant to complete and emailed back to the researcher within a 2-week period. Although the researcher did know which individuals sent the completed survey back, their names did not appear on any write-up of this study.

This comparative study was conducted with student teachers who recently graduated in May 2018 and those who graduated in May 2019. This pool of participants had the most recent knowledge of their recently graduated EPP. This study was designed to potentially measure their cultural perception based on clinical experience completed prior to graduation. These first-year teachers and future teachers provided current and first-hand knowledge on how they felt their program prepared them for the challenges and expectations of their current position. It was important to focus on these teachers since they have completed the education program in its entirety and served English learners in their current positions. Based on information from this EPP, these student

teachers were the first group who had the opportunity to complete global experiences which also included student teaching placement options in a foreign country. By surveying these individuals, it allowed them to self-reflect on their cultural mindset and their personal perception levels of cultural intelligence. The reflections of their service related to serving cultural and linguistically diverse populations, while they were a teacher candidate, helped this researcher to seek patterns in their feedback relating to their background and experience.

Assuring Trustworthiness

This researcher can assure the reader quality in the research, the process, and analysis of these outcomes. Credibility was established in the resources contained current findings to establish urgency and necessity in preparing teachers for current classrooms. Survey creation included valid questions to assess the areas of openness and cultural adaptability, as well as current research on cultural intelligence and cultural relevance. Participants were aware that this study was a part of the researcher's dissertation process. The survey was administered through email, and the completed surveys were returned directly to the researcher. The surveys showed accurate response data of open-ended questions which were cross-referenced and sub-grouped based on individual response. Their survey responses were saved on a password-protected file on a password-protected computer and the survey responses were deleted from the email system. The qualitative analysis was completed as responses were coded to examine the potential impact global experience may have had on their levels of cultural intelligence. In a few cases it was found that it did not play a factor according to their response. Participants were debriefed at the conclusion of the study as this researcher in the

informed consent letter only referred to this study as assessing cultural intelligence but this study also sought to determine if opportunities of global experience possibly impacted the cultural intelligence perception levels of these individuals. Therefore, a Debriefing Form located in Appendix G was sent to the participants at the conclusion of this study.

The findings of the study were analyzed, so there was access to the results as they included them in the dissertation but individual surveys were not made available to anyone other than the researcher and the faculty advisor who will maintain the research records for up to 3 years after completion. To help maintain confidentiality of the study, in the write-up of the research the participants were classified into three categories: (a) candidates who student taught in another country, (b) candidates who did not student teach in another country but participated in other School of Education Global Opportunities, and (c) candidates who did not participate in any of the School of Education (SOE) Global Opportunities.

Limitations of the Study

Limitations of this study did include the lower number of participants; however, information from both Spring 2018 graduates and Spring 2019 graduates, an increased dimension of cultural intelligence was explored. In examining graduates from both years, there was an expanded number of participants in each of the three subcategories to examine in this comparative study. Whereas, the Spring 2018 graduates were given global experience options to be involved in their pre-service teacher preparation, they also had worked with ELLs in their own classroom. Spring 2018 graduate responses provided understanding for how global experience is perceived to have helped them in

their first year. On the other hand, Spring 2019 graduates was able to share their perception of cultural intelligence based solely on pre-service teacher experience and its potential impact on their future teaching of ELLs.

Conclusion

According to Bennett (2011), “cultural knowledge does not necessarily lead to competence” (p. 5). In other words, an increase in cultural intelligence and sensitivity of cultural and linguistic backgrounds represents only the beginning steps towards competency in teaching ELLs. This research was evaluated theoretically in that the perception of a candidate’s cultural intelligence could potentially impact their effectiveness of teaching ELLs. Although there is no guarantee of future placement for these teachers, this research explored the broader context of ELL student distribution in Kentucky schools, and based on the literature determined there would be an increased likelihood of these participants serving among growing population of ELLs. To gain perspective of the potential impact of this one rural Kentucky institution’s global experience opportunities in pre-service teacher preparation, the results of this study are included in Chapter IV.

IV. Results of the Study

Introduction

This chapter describes the sample of participants studied and their response to the surveys submitted in the completion of this study. This study was a “benchmark case” for this institution (Hays & Singh 2012, p.165). The qualitative study included School of Education graduates from the same rural Kentucky Independent Higher Education Institution. This study examined the potential impact global experience could have on the cultural intelligence perceptions of teacher candidates in preparation for the teaching of English Language Learners.

Sample of Participants

The sample of participants included participants from both the 2018 and 2019 graduating classes of this university’s School of Education. There were 68 total graduates from this university in these combined years and to determine which of these graduates would become participants for this study, a stratified random sampling. As a result, 12 participants were selected from the total group of graduates. As discussed in Chapter III, these samples were extracted according to these three categories or strata: student teachers who student taught in another country; student teachers who did not student teach in another country but participated in other pre-service global opportunities offered by this institution’s School of Education while completing their teacher preparation; and student teachers who did not participate in any of the School of Education global opportunities while completing their program. In completing the stratified random sampling, the assessment coordinator and student teacher coordinator identified which candidates fit into the three subgroups. It was found that the maximum number of

participants in the first category of participants who had completed student teaching in a foreign setting included three in 2018 and only two in 2019, so this limited the number of participants from each category. Two participants were extracted from the population for each category in 2018 and also for 2019 which gave this researcher a total of 12 participants in this qualitative study.

Whereas the original sampling of 2019 graduates ended up including the six participants for this study, due to limited access of email information for 2018 graduates, the sampling for this population of participants occurred four times before six participants were achieved and each category was equally represented. Eventually two participants who met each area of the strata participated in the study which gave a total of six participants from the 2018 graduates.

The tables that follow include demographic information relating to the participants. In Table 2 you will find information regarding their gender, and in Table 3 you will find information relating to their area of study.

Table 2

Gender of Participants

Gender	2018 Graduates	2019 Graduates
Males	1	1
Females	5	5

Note. It was interesting how during the random selection of students the same number of males and females were selected for this study.

Table 3

Major Area of Study for Participants

Graduation Major	2018 Graduates	2019 Graduates
Interdisciplinary Early Childhood Education	2	1 (who was a double major in IECE and P-5)
Elementary Education	3 (1 of which was a P-5 and a P-12 Spanish Major)	3 (1 of which was a double major in P-5 and Special Education)
Biology (8-12)	1	0
Middle Grades Education (5-9 English)	0	1
Health Education/ Physical Education (P-12)	0	1

Note. It was a wonderful surprise to see so many majors represented among the population of participants.

Although these individuals were sub-grouped among the strata, similar characteristics among participants were found to be present between the two graduation years. We can look closer at the sample of participants to determine how each participant’s cultural intelligence perception may play a role in their future teaching of English Language Learners as shown in the Table 4 that follows.

Table 4

Student Teacher Subgroups 2018 & 2019

	Student Teachers who Student Taught in another country		Student Teachers who Completed Cultural Immersion or Global Experience with the School of Education		Student Teachers who did not complete Global Experience with the School of Education	
2018	Female	Female	Female	Female	Male	Female
	P-5	IECE	P-12 Spanish Dual Major with P-5	P-5	Biology	IECE
2019	Male	Female	Female	Female	Female	Female
	P-5	P-5 Dual Major with IECE	P-5	P-5 & Special Education	5-9 Middle Grades English	Physical Education P-12

Note. Some of the subgroups had the same majors to give the researcher different perspectives of pre-service training from the same program.

Several majors were represented among each of the three categories, which revealed varied levels of cultural intelligence to be applied in a variety of grade levels. Even though some individuals had similar majors, their reflection of their teacher preparation varied, as indicated in their survey responses. To see compiled tables of the survey response, refer to Appendix H. It presents multiple tables across each of the three categories to gain understanding of each participant’s perception of cultural intelligence.

Grounded Theory and Coding Results

This study, as referenced in Chapter III, was a grounded theory study. Corbin and Strauss (1990) described the initial phase of grounded theory analysis to include constantly comparing categories and seeking to understand the interrelationships among applicant feedback. Open Coding took place as exemplified in Appendix H. Open Coding occurred as participants were sub-grouped among their strata and their responses were paired between the two sets of graduates according to their survey questions. Substantive coding is the term for the coding process that includes both open and selective coding procedures as well as theoretical coding (Holton, 2010). In substantive coding, the researcher fractures and analyzes the data first through open coding and then by seeking out emerging theories (Holton, 2010). Consistently comparing the theories that emerge achieves theoretical saturation. The researcher will then shift attention to exploring how the theories emerge and could potentially apply to future situations (Holton, 2010). Holton (2010) cautioned the researcher to not worry about following through with the concepts that emerge and in many cases leaving some of the data behind, but cycling through the data to allow the researcher to conceptualize the data as this is the foundation of Grounded Theory (p.22).

“In grounded theory the analyst humbly allows the data to control him as much as humanly possible, by writing a theory for only what emerges through his skilled induction.” (Glaser, 1992, p.87). Substantive coding is the process of conceptualizing the data as he or she compares the data in every way possible and asks questions of the data (Holton, 2010, p.24). Using field notes to locate distinct patterns among the data was one way for a new researcher to code the data. These field-notes revealed distinct themes.

Then, as the researcher gained confidence through the process, she was able to progress towards conceptual coding and resolve the data. Holton (2010) shared that the constant comparative process involves three types of comparison: incidents are compared to other incidents, then emergent concepts are compared with the purpose of extracting theory, and then they are compared to the researcher's hypothesis. (p. 28). The researcher can then saturate the selected core to allow for continued data collection to occur and be analyzed quicker (p.31). Memoing occurs as the core stage of this qualitative study process. Glaser (1978) said "If a researcher skips memoing, which is part of the core stage, he is not really doing grounded theory" (p.83). Memos or reflective notes about what can be learned from the data are later sorted to facilitate integration of the overall theory (Holton, 2010, p. 33).

In analyzing the results of the study there are a number of trends which appeared in the response to each survey question as well as the synthesis of the response in reference to the original research questions. The following data results have been sub-grouped by survey question and the field notes as well as the memos are referenced in these results.

Global Experience of Participants According to Survey Questions

Before the researcher could reflect on how global experience contributed to cultural intelligence or to future work with ELLs, this researcher looked at the results of Survey Questions 5 and 6 to see the specific global experience of the participants.

Survey Question 5: Did you participate in any global experience opportunities offered through your university's School of Education?

Out of the 12 participants in this study, four participants did not participate in global experience with the School of Education. However, one of these four reflected on her experience working with an adult ELL to prepare for an Elementary School's International Day.

In reflecting on the 2018 participants who had been identified as participants in global experience with the School of Education by the Student Teaching Coordinator were found to not have participated in an international global experience but instead they participated in a domestic "cultural immersion" experience in Washington D.C. with the School of Education. One of these 2018 participants shared that although she did not participate in Global Experience with the School of Education she found that D.C. had a variety of cultures and this trip allowed her to realize that there were opportunities to experience varied levels of culture and diversity in her own country and she did not need to leave the country to experience them. What was also interesting about this same participant is that her response to Question 6, she later revealed a variety of other global experiences she had participated in. The other 2018 participant attended Washington D.C. with the School of Education and referenced her Diverse Learning course and the opportunity this course gave her in collaborating with an adult ELL student from her university. She shared how she enjoyed sharing information about the ELL's home country and culture with local elementary students.

The 2019 students who had global experience with the School of Education but did not student teach in another country differed by one who went to Belize, and the other

participant shared she went to D.C. but also to Ireland and Northern Ireland. The individual who went to Belize was unable to do much teaching but was able to be a part of a third-grade classroom there for a week. The other participant said that her trips to D.C. and then later to Ireland/Northern Ireland were extremely different from what she had seen in her own schools.

Of the students in 2018 who student taught in Belize, one traveled to Belize on the Global Experience Trip with the SOE and later went back to Belize to student teach. She also went to China for two months and taught English to preschool students. The other individual who student taught in Belize did not expand on her experience student teaching in Belize.

The 2019 participants who student taught in Belize described their global experience differently. One did not expand on their student teaching experience in Belize but, the other participant shared other experiences as well. She reflected, that she traveled with the School of Education to D.C. and experienced varied cultures in her home country, and to Ireland for a Westernized Culture experience, and then to Belize where she experienced diversity in a needs-based country and where language was more of a barrier for teaching.

Survey Question 6: Have you had any global experience besides those that were offered through your university's School of Education?

For the researcher, this section of the survey appeared to have the most unexpected results. In the design of the study, the researcher wanted to do a cross-comparative study of varied global experience between pre-service teachers and explore the potential impact global experience could have on their perceptions of cultural

intelligence. Figure 3 appeared in Chapter III and the Figure 4 below expands Figure 3 to include the information this researcher recorded in her results.

At the beginning of the study this researcher anticipated there would be four out of 12 students who would not have global experience, but only two of the 12 did not have global experience prior to graduation. Surprisingly enough, one of those two graduates was a 2018 graduate, who did not have global experience in his bachelor's program but decided to go directly into his graduate program prior to teaching and achieved global experience in his Master's program. The other graduate lacking global experience was also a 2018 graduate but had cultural immersion experience in Washington D.C.

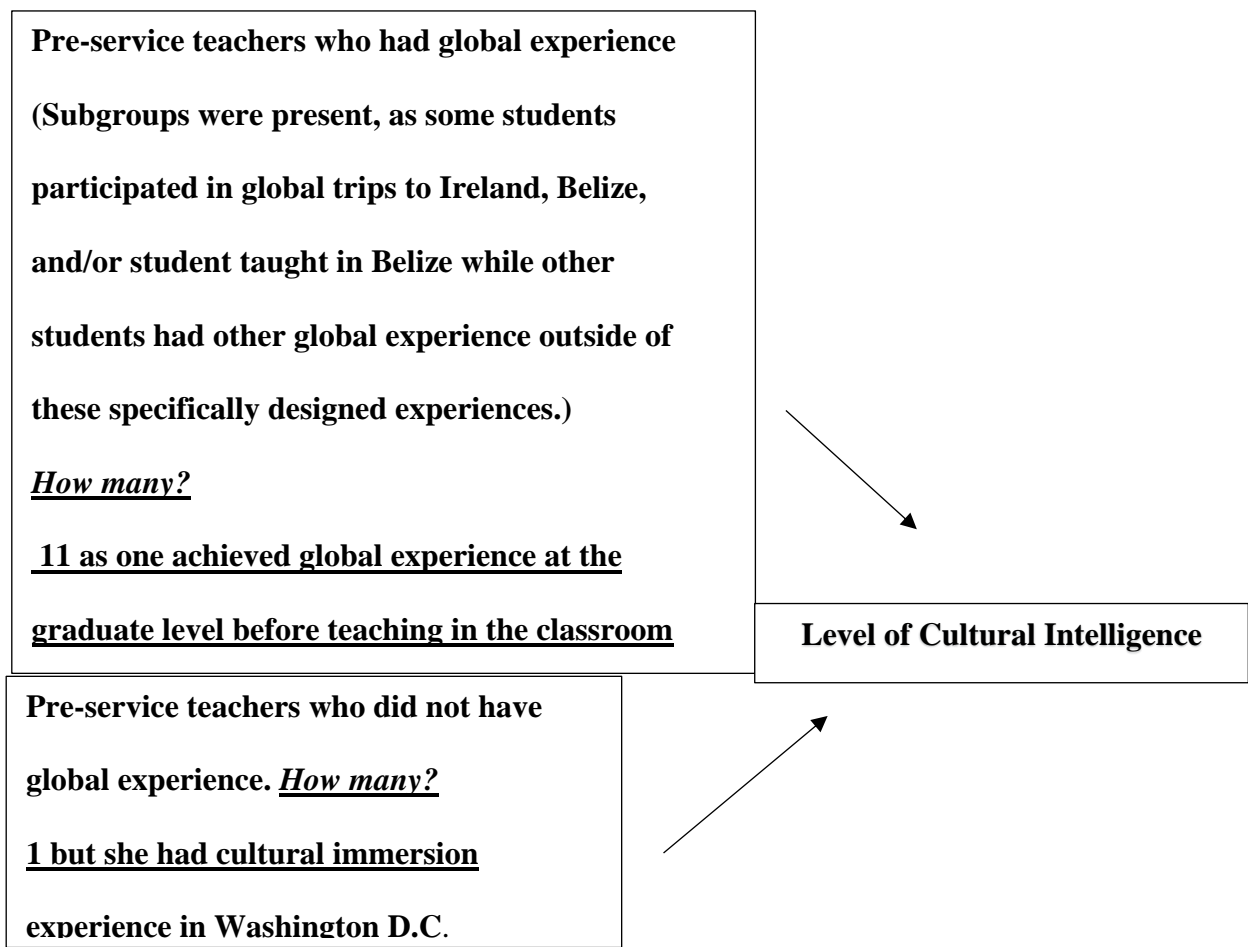


Figure 4. Participant global experience.

Only two participants did not have global experience prior to graduating with their bachelor's degree. The first graduate identified as not having global experience was a 2018 graduate who later received his global experience in his Master's program, as he chose to graduate with a biology degree then went directly into achieving a Masters in environmental science. He spent a month in the Bahamas with International Environmental Education. He was tasked with designing field trips for the most remote island of the Bahamian chain. The other participant identified as not having global experience was a 2018 graduate who was originally misidentified as participating in global experience with the School of Education but rather was found to participate in a cultural immersion experience with the School of Education in Washington D.C. but did not have any other global experience. Then the other 2018 graduate originally identified as not having School of Education global experience was found to have other global experience where she travelled to France, Mexico, Aruba, and Venezuela for either vacation, an educational trip, or to visit her family.

The 2019 graduates who were first identified as not having School of Education global experience were also found to have prior global experience. One of these graduates travelled to Jamaica when she was 10 for a mission trip, and the other revealed she had global experience in high school when she went to Germany.

The other 2018 graduate who was misidentified as having global experience with the School of Education had participated in the cultural immersion experience designed by the School of Education in Washington D.C. She also had study abroad experience. She spent two months in Seville, Spain to meet the requirements of her Spanish major, as she successfully completed a dual major in P-5 and P-12 Spanish. Other global

experience, this participant shared, was that she had travelled to Greece, Guatemala, Italy, and Cambodia. She said that “Whether her trip was for the purpose of vacation or missions, her global experience allowed her to learn so much about other cultures.” She also said that “Reading about other cultures is one thing but being immersed is another.” She shared that she learned to value several things about her own culture when comparing it to others as well as had her eyes open to some negative things within her own culture she did not expect.

One of the 2018 graduates who had student taught in Belize her senior year, and taught English in China shared how she has been to a total of nine countries. She went to Ghana to work with children in an orphanage and in a school setting. She went to Guatemala to build houses on a mission trip. She also went to Thailand to work at a home for children who had been victims of sex trafficking. In addition to serving in various countries, she has vacationed in the Netherlands and Canada.

Of those students who were not student teachers and were identified as having School of Education Global Experience they had no other global experience, but for those who Student Taught in another country, all but one had other global experience. It was also interesting that one of the Student Teachers had a montage of School of Education global and cultural immersion experiences. This researcher was amazed at how much global and cultural immersion experience these 12 graduates had in total. This researcher recalled the impact immersion has on individuals versus tourism. In immersion you adopt new practices to survive or blend in, whereas in tourism an individual can retain their cultural practices in isolation. In immersion the traveler identifies more with the customs

and cultures of the country they find themselves in. It is through immersion, one recognizes their country's cultural lens is not the only lens to view the world.

Results Based on Research Questions

Conclusions for Question 1

How Have Opportunities of Global Experience Impacted Cultural Intelligence Perceptions in Participants?

It was surprising that all but two graduates involved in this study shared they had some type of global experience. To answer Question 1 and to help determine each candidate's perception of cultural intelligence, responses were analyzed in the context of the four categories identified in Chapter III. In Chapter III, the researcher shared that Kelley and Meyers (2015) had created a Cross-Cultural Adaptability Inventory. Their inventory, as described in Chapter III, was designed to assist employees with the understanding of multicultural dimensions as they reflect on their work within a culturally diverse environment and to measure factors of knowledge, culture, as well as their previous experience obtained from living abroad (Kelley & Meyers, 2015, p. 4). Kelley and Meyers (2015) identified four overall characteristics that they believed would be predictors of cross-cultural adaptability: emotional resilience, flexibility/openness, perceptual acuity, and personal autonomy. These characteristics are also pertinent to high levels of cultural intelligence. In referencing Chapter III and revisiting the original design of the instrument, the researcher had designed original survey questions to yield results that would help identify the participants among these four categories. In the final instrument, the labels of these characteristics were removed from the instrument to not cause confusion for the participants. Also, in reflection of the survey results and in

looking closer at the meaning of each category, this researcher came to the determination that some questions on the original survey were also originally mislabeled. Based on the survey results discussed and in looking closer at the descriptions of each term in Chapter III, the researcher keyed the survey questions according to the categories as follows:

- Emotional Resilience (See results for Question 4)
- Perceptual Acuity (See results for Questions 8)
- Flexibility/Openness (See results for Question 3)
- Personal Autonomy (See results for Question 1)

Emotional resilience. Emotional resilience is determined by how individuals react to working with other cultures. An individual with a high level of emotional resilience would be someone who would not feel overwhelmed by the challenges of working with populations of students but would rather be confident in finding how to overcome these challenges.

Survey Question 4: What have been some of your feelings and/or emotions in your personal experience working with students from different cultures?

It was interesting to see how the 12 participants responded to this question. Five participants expressed how challenging they felt it was and seven participants expressed how they loved working with students from different cultures. Figure 5 analyzes the response to Survey Question 4.

Working with students from different cultures

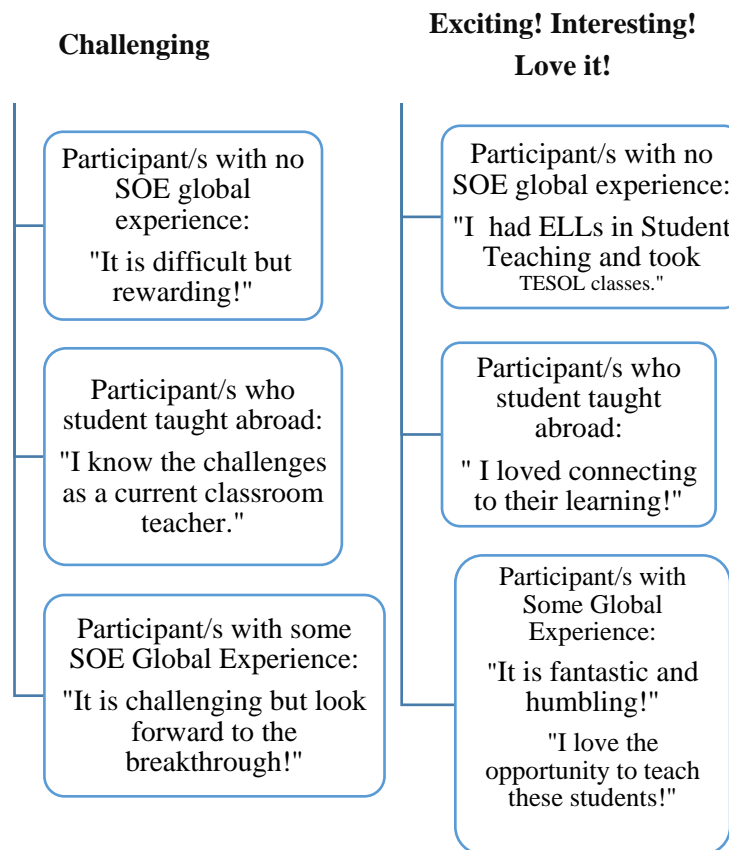


Figure 5. Flowchart of Participant feelings toward working with students from different cultures.

It was interesting that each of the three subgroups were represented among both perspectives. In other comments that were shared, three of the 12 participants discussed how a teacher must relate to students from different cultures, to connect with them, or simply to meet them where they are. It is through their experience of working with ELLs that one candidate also expressed how she has discovered through these experiences that she wanted to teach professionally abroad. Another participant shared that it was through their experience in working with these diverse populations that she felt more competent

and considerate through these experiences. Another participant shared how much she enjoyed connecting to their learning. Listening to their stories and holiday celebrations learning about their home-life and their point-of-view.

In looking more closely at the participant responses to Question 4 and seeing the varied level of global experience represented in the response of those who found working with ELLs challenging compared to those who felt more positive about working with ELLs, even the participants who claimed working with ELLs as challenging also shared it was rewarding. One participant who shared how fantastic of an experience it was to work with students from different cultures also claimed it humbled her as she thought outside of the box to relate to these students. Table 5 indicates that, after classifying these results by participant, it appears that those with global experience reflected that they felt more comfortable in their work with ELLs. For example, both sets of graduates who student taught abroad shared in their response how they enjoyed working with ELLs.

Table 5

Emotional Resilience Identification

	No SOE Global Experience		Global Experience with S.O.E.		Student Taught Abroad	
	2018	2019	2018	2019	2018	2019
	Challenging	2	1	1	1	0
Exciting, Interesting, etc.	0	1	1	1	2	2

Note. It was interesting the number of students who described working with ELLs as challenging also shared they felt it was rewarding in spite of the challenges.

Perceptual acuity-In reflecting on responses to Question 8 and comparing the cultural intelligence perception of graduates who had global experience to the cultural intelligence perception of those graduates who did not have SOE global experience, perceptual acuity could be established by appropriate levels of and suggestions for communication with ELLs.

Survey Question 8: How would you recommend for a teacher to communicate with a child who is an English Language Learner (ELL)?

This question asked for recommendations from these graduates on how to communicate with a child who is an English Language Learner. After using open coding to code each graduate's response, this researcher formed the figure below to reveal the themes that emerged from each participant's response. Some other important reflections shared by these graduates not only included the themes revealed in Figure 6, but also showed positive attitudes towards the teaching of ELLs. For example, the 2018 male graduate shared that it is important for a teacher to not get frustrated when something does not work but to realize there is more than one way to communicate with ELLs. Another 2018 graduate shared that a teacher can often learn more from her ELL students than often the students may learn from her. Another graduate said that the English knowledge of an ELL will help to determine how best to communicate. When reflecting on all the participant responses to this question, this researcher found it interesting that, overall, it appeared those who had less global experience emphasized seeking others to help in making modifications for working with ELLs, but those who had more global experience shared more strategies that they as individuals could implement in communication and teaching of ELLs. These strategies can be viewed more closely in

Figure 6. Notice the duration of the time each strategy was repeated among the participant response.

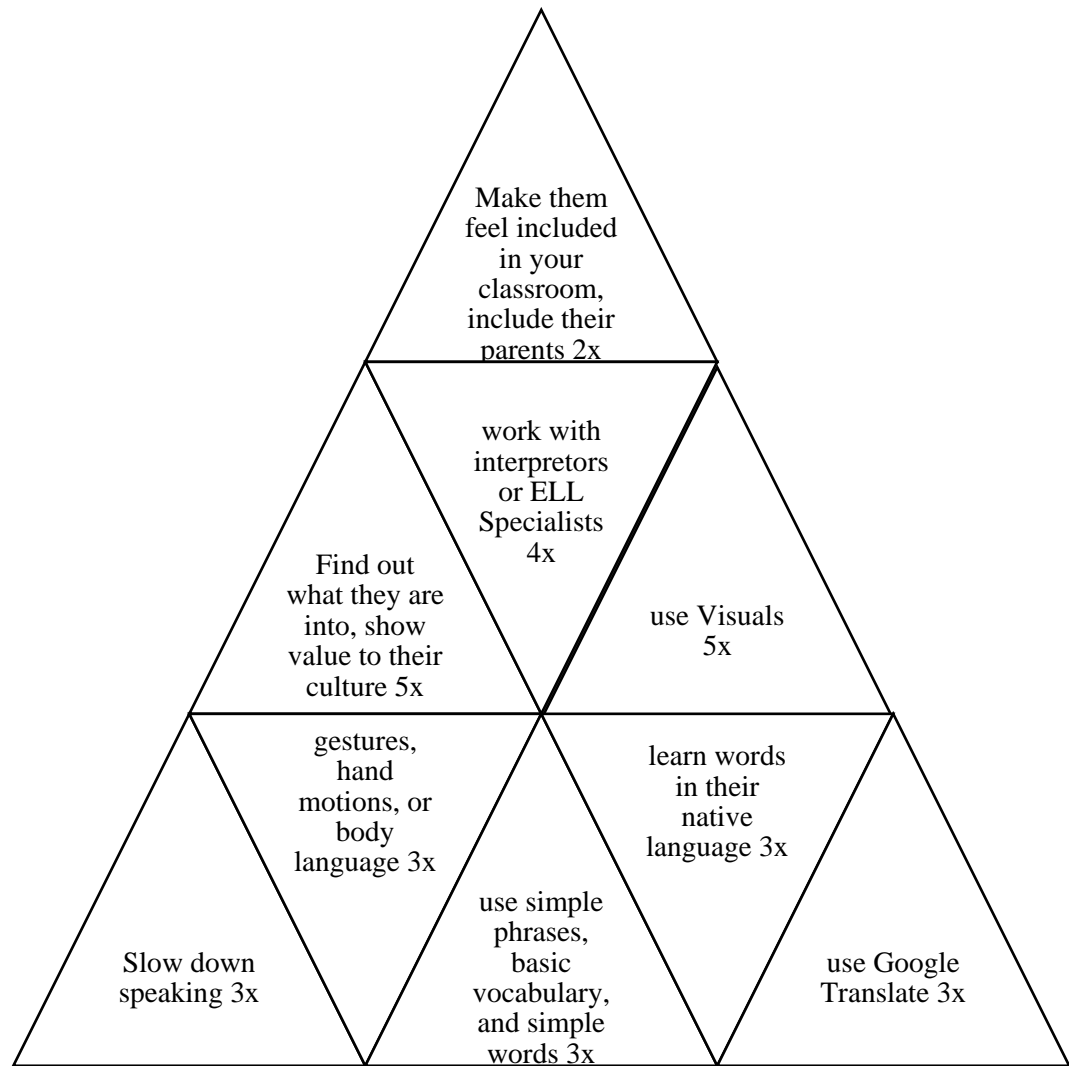


Figure 6. Recommendations for Teachers of ELLs.

It was interesting to see how many of these graduates shared similar strategies as indicated by the duration each suggestion occurred. Other strategies not included in the diagram were for teachers to use sentence frames, dialogue journals, and word walls to

help build vocabulary understand sentence structure as well as partner students with English-speaking students in the classroom to help them be successful in learning English. All of the strategies offered for working and communicating with English Language Learners indicated the teacher was to seek out support to assist ELLs with language development and learning success.

The graduates who had less global experience emphasized seeking others to help in making modifications for working with ELLs, but those who had more global experience shared more strategies that they could implement in their communication with and teaching of ELLs.

Flexibility/openness- Flexibility is a key to success in teaching, especially when working with a student or adult from a different culture. This researcher found Question 3 to best assess the flexibility and openness of the participants.

Survey Question 3: What has your experience been in working with students or others from different cultures?

In their reflection of working with different cultures one student referred immediately to their travel abroad and service in Belize. Another individual said he had no experience of working with ELLs except in college. Three of the participants shared they had their experience in student teaching, and one of those participants shared she had 10 ELLs in their student teaching placement. These responses contributed to six out of 12 participants who responded that their experience occurred in a school setting. One student reflected on her experience tutoring a 5-year-old from Brazil. This same individual also shared that she had experience tutoring in her college's Center for International Education and in studying abroad once in Ireland and twice in Belize.

Some participants shared their personal feelings of working with students of different cultures as they shared their experience. One shared she loved working with people of different cultures and another shared how he had to learn to teach them. Some reflected on large group settings where ELLs were present but they personally had few experiences of working with them one on one. Another participant shared that it was important for a teacher to understand the cultural pressures a family can put on students.

One 2018 participant shared about her work with ELLs in her current teaching job. She was passionate about sharing her beliefs of working with parents of ELLs in her current placement. She shared that she feels parents want to be involved and want their kids to work hard. She said they want their children to succeed and desire to know what is happening at school. She also shared that sometimes they desire to know what is happening more at school than often the parents of her native-English speaking students. This participant also said in her experience of working with ELLs that they are very observant and their silence is not a weakness but they are taking information in and will demonstrate their intelligence when the time is right. This also led to the participant sharing that often ELLs will group together in large settings and will group together like magnets.

One participant shared specific cultural groups he has worked with including students from Latino backgrounds and families from farming backgrounds such as Amish, as well as others with varied backgrounds. He surprisingly expanded the focus of this question by interpreting that cultural groups did not just include ELLs. He reflected on how he has worked with students of different skin colors, ethnic groups, and socioeconomic backgrounds. He said that although SES groups are not traditionally

thought of as cultural groups, that there is a micro-culture that exists within SES groups. This observation sounds very close to a development of cultural competence. These characteristics should be recognized as other dimensions of culture and future teachers should be culturally competent in working with individuals of all cultural dimensions.

The question asked graduates to describe their personal experience of working with students from different cultures. To effectively work in any group, one must be open to adaptation, and it is important to build positive relationships with ELLs in the classroom. Looking back at the survey results for Question 3, the researcher looked for these two characteristics in each participant’s response and organized it in Table 6.

Table 6

Flexibility and Openness Identification

	No SOE Global Experience		Global Experience with S.O.E.		Student Taught Abroad	
	2018	2019	2018	2019	2018	2019
Flexibility	1	n/o	n/o	1	n/o	n/o
Openness	1	n/o	1	1	2	2

Note. There appears to be a different level of impact cultural immersion has on an individual’s level of openness when looking at the results of those who student taught abroad as compared to the other subgroups.

To help determine which characteristics were present in each participant’s response, the researcher coded examples of flexibility and openness present in their response. The 2018 graduate with no SOE global experience but graduate experience in

working with ELLs as well as students from other cultural backgrounds shared in his response to Question 3 that he had to learn the best ways to teach these students, and this is an example of flexibility. He must be flexible in order to continue trying to see what may work in teaching these students. The other 2018 graduate who was labeled as a teacher without SOE global experience shared a perspective of openness as she reflected on how ELLs she had in her current class grouped together. She stated she could not blame them for grouping together because she felt if she was in another country and found people who spoke English as their primary language, she would also gravitate towards them. When noticing patterns in the response to Question 3 which questioned the experience participants had in working with ELLs, the researcher thought it was also pertinent to look at their response to Question 4, since their experience in working with ELLs would impact their feelings and emotions to working with ELLs. The first 2019 participant labeled as not having SOE global experience, in her response to Question 4, seemed indifferent. Her response could not be coded for flexibility or openness because it focused on her lack of experience with ELLs in the classroom. As for the second 2019 participant labeled as no SOE global experience, she too did not share feelings in working with different cultures; she simply stated facts. She responded to this question by sharing she had worked with different cultures while travelling to a middle school ESL class in Kentucky and in her student teaching placement.

The first 2018 graduate identified as having global experience shared in her response to Question 4 that a teacher must have at least a basic understanding of each student's cultural background to be successful, making this an example of openness. However, the second 2018 graduate identified as having global experience with the SOE,

shared that she has not had ELL students in her current class and had only worked with ELLs in college but did not offer any further details about this experience.

Both of the 2019 graduates identified as having global experience shared one or more of the characteristics coded as flexibility or openness. One graduate shared she had to learn to scaffold instruction and that in her student teaching she was lucky to co-plan with the ELL teacher. The other graduate shared she was able to observe and assist with students in travelling to another country and saw how schools worked in another country.

The 2018 graduates identified as student teaching abroad shared they had multiple experiences in working with students from different cultural backgrounds. The first graduate shared, "It is important for a teacher to understand the cultural pressures and family expectations on students." This statement would identify this graduate as open to consider other cultures and backgrounds of students in teaching. The other 2018 graduate shared she loved working with people from other cultures. This type of response would also require openness to accept various cultures within her classroom.

When reflecting on the response of the 2019 graduates who student taught abroad, the first participant shared that in Belize he felt his students were excited to be in school and ready to learn something new every day. In order for this interpretation to be made, he would need to be open and sensitive to their opinions toward school. The other 2019 graduate who student taught abroad shared that she loved every single minute of working with ELLs on her college campus; therefore, she too would need to be open to this experience in order to find joy in working with individuals from different cultures. The two graduates identified as flexible or open were 2018 graduates who had recent or extensive cultural experience documented in throughout their survey responses. The two

2019 graduates, although they had some global experience when they were younger, did not offer much detail about the impact of that global experience. They did not include their feelings or emotions of working with students from different cultural backgrounds so their level of flexibility or openness could not be determined by their responses.

Personal autonomy-Personal autonomy can only be achieved by knowing yourself as an individual and then recalling this self-knowledge in working with others. It is also being aware of non-verbal communication signals that are sent when engaging with others. The starting point for considering their levels of personal autonomy is to determine self-identity and Question 1 of the survey asked students to describe their cultural background and to describe the impact they felt their cultural background has had on their personal values and beliefs.

Survey Question 1: How would you describe your cultural background and how do you think this background impacted your personal values and beliefs?

In analyzing the participant response, it was found that five of 12 participants claimed to have little to no experience with cultural diversity growing up. It was also found that five of 12 participants claimed that education is what opened up their opportunities to experience diversity. Some claimed this did not occur until college; others expressed this occurred sooner while they attended public schools, and for some they claimed both settings contributed to their exposure of diversity. In referencing their background four out of 12 candidates used terms to communicate their emergence from a rural county, small town, traditional setting, or outskirts of Kentucky which all led the researcher to believe these participants were from a rural Kentucky community very much like the rural community they attended college. In reflection of the communities

they grew up in, eight of 12 participants shared their community had shaped their beliefs. It was found that in their response, only one participant shared they traveled when they were growing up but three of the 12 participants shared their lack of cultural diversity growing up inspired them to desire to travel as an adult. Although many of these participants claimed they were not exposed to much diversity, four of the 12 participants shared their Christian mindset impacted their openness and empathy towards individuals who had different cultural backgrounds.

This lack of experience with diversity appeared to affect the participants in two ways: either they were inspired to travel as they got older because of this lack of diversity or they described themselves as being more open minded to individuals who had different cultural backgrounds.

In reflecting on their responses according to their level of School of Education global experience, there was a variety of feedback produced as well. Student teachers who student taught abroad included both of the 2018 graduates who described themselves as American individuals from middle-class families. The first one described herself as open minded, empathetic, and understanding. The second one described herself as someone who values things and others. The 2019 graduates took different paths to describe themselves. The male 2019 graduate shared his assumption of not experiencing much culture at the university he chose to attend, being a small rural town in Kentucky. This assumption made the researcher wonder if he too was from a small rural town in Kentucky and that is why he made this assumption; however, he shared he has, in fact, experienced many cultures on this university campus. He said that this experience impacted him to travel internationally. The other 2019 graduate who student taught

abroad shared that she came from a place with no diversity or distinct culture, and it was because of this background that she desires to experience as much culture as she can.

For those who did not student teach abroad but had other School of Education global experience, the first 2018 graduate shared her American middle-class background consciously and subconsciously impacted her in virtually every aspect of life. She said that her education and travelling has helped her with open-mindedness. The second 2018 graduate shared she lived in a traditional home with little to no contact with ELLs; however, college opened her eyes to different cultures and how different they can be from what she grew up in. The first 2019 graduate shared that her religious beliefs played an important role in her culture and allowed her to be inclusive of all cultures. The other 2019 graduate shared that her elementary school was rather diverse, and she was able to interact with students from a multitude of countries who spoke a variety of languages, and this impacted her perception of how to interact and treat others.

The graduates labeled as not having School of Education Experience described various backgrounds. The 2018 male graduate shared how because he grew up in a rural town in Kentucky that he was not exposed to much diversity. He felt college helped to transform him into the person he is today. He shared how he must check his own privilege and work with marginalized people. The other 2018 graduate had a contrasting background to the first. She grew up in a middle-class family but on the East Coast with ministry being her family's primary focus, and this impacted her family and home. The 2019 graduates from this same category also shared different perspectives of their cultural background. The first 2019 graduate shared she was purely American, and she thinks she failed to recognize how blessed she was and how the impact of an American

mindset wanting to have bigger and better things has tempted her as well. The other 2019 candidate said all of her needs were taken care of, but it also showed her to work for your keep. It is interesting how these individuals from the same graduating class contrasted in their descriptions. The first 2019 graduate shared a perspective of having her wants to be taken care of in wanting bigger and better, but the other participant simply focused on how her needs were taken care of and that she earned her keep.

This was a qualitative study, however a range of numbers for participants to select from to allow for a numerical response would have also been helpful to see how these graduates would have ranked their level of cultural intelligence according their range of cultural knowledge and impact. On the other hand, reviewing the qualitative results among each category this information illustrates the potential role their level of global experience may have had on these results. The results do show a range of cultural intelligence perception, as these participants shared about their own culture and about their exposure to other cultures. All graduates appeared to be open to working with others from different cultural backgrounds; however, their journey to arrive at this path was varied.

Conclusions for Question 2

How Have Opportunities to Serve in Global Settings Impacted Teacher Sensitivity Towards ELLs?

Only one participant specifically stated that she felt her global experience impacted her preparation for working with ELLs. The characteristics of flexibility and openness would also be present in an individual who was sensitive to working with others from different cultural backgrounds. When considering the results recorded earlier in

Table 5, although there were some results that had to be coded as n/o for “not observed” in reflection of the candidate response, the students who had SOE global experience or student taught abroad appeared to reflect on their flexibility or openness, when compared to those who did not have global experience with the School of Education.

Based on the survey, this research question could also be answered by reflecting on participant response to Question 2.

Survey Question 2: What is your definition of Cultural Intelligence and what role should it play in a P-12 classroom?

In reflection of the definitions for cultural intelligence that were shared, it was found that the definitions varied; however, there were some similarities recorded in their response. For example, two of 12 participants defined cultural intelligence as the ability to step out of culture known to them and to understand the culture of others, or they phrased it to be informed of other cultures, backgrounds, and lifestyles. Nine of 12 participants defined cultural intelligence as to know what the cultures of your students are and how to work or relate to them or be able to reach across different cultures. One participant shared cultural intelligence is not only recognizing students from different countries but recognizing within their home country there are still students who live a different life compared to what they grew up in. One of the most positive foundations for cultural intelligence revealed in the participant response included the perception that cultural intelligence can only be built by taking the time to learn from those who are different.

In a P-12 classroom, one participant shared in the rural district she observed, that cultural intelligence appeared non-existent. However, all participants expressed that

cultural intelligence was important. Some students stated that cultural intelligence was a key to a P-12 classroom, and it is crucial to be intertwined in a P-12 classroom. Five of 12 participants shared that it should play a role in decision making. Some participants felt most teachers were aware of meeting the needs of and understanding different cultures but it was harder to get students to understand different cultures exist among their peers. One participant stated that cultural background also plays a role in learning style, and this is important for a teacher to recognize when they plan for instruction. Seven out of 12 participants shared that teachers should attempt to include culture and show differences among lives to teach students about diversity. Three of 12 participants shared cultural intelligence in a P-12 classroom would be shown through empathy, sensitivity, or respecting and treating others with love and kindness. Participants shared how cultural intelligence could be observed in how teachers ask questions, share examples of different cultures, or find ways for students of different backgrounds to relate to each other and build relationships. Participants believed these examples can also help the formation of a relationship between the teacher and students, and it is through those relationships engagement in learning will occur.

In analyzing the candidate response to the second part of Survey Question 2: relating to the role of cultural intelligence in a P-12 classroom, the following trends were identified. First, many of the participants alluded to the sensitivity and awareness of their culture that would need to take place to build cultural intelligence in being sensitive to the differences of others from different cultures. The 2018 graduate without global experience with the School of Education but who did have global experience this past year in his graduate degree preparation stated that educators must step out of their culture

and understand the cultures of others. One of the 2019 graduates in this category also shared that she believes in a P-12 classroom, she will show empathy and be accommodating to student needs and interests. These actions will require sensitivity to ELLs in preparation for meeting their needs. Then, the 2018 graduate who was identified as having completed some global experience with the School of Education shared passionately that a teacher must have a basic understanding of each student's cultural background to help the student and teacher form a positive relationship and contribute to student learning. The 2019 graduate who was also labeled as having SOE global experience shared that an educator should be sensitive to and include all cultures in their content and procedures. The other 2019 graduate who had some School of Education global experience shared that cultural intelligence involves being able to understand and relate to people with differing backgrounds and this, too, would require sensitivity. The 2018 graduate who student taught abroad shared how cultural intelligence should play a role in decision making, which would imply cultural sensitivity. The other 2018 graduate who student taught abroad shared how as a teacher it is important to be aware of where students are from, their cultures, and family values, and beliefs. The 2019 graduates who student taught abroad both agreed that a classroom teacher should have a deep understanding of how and where students come from and should incorporate cultural intelligence in teaching to show students different ways of life. Although there is not a cut and dry answer to Research Question 2, it does appear those who have had cultural experience, especially those who student taught abroad, were more passionate about how a teacher should be sensitive to ELLs in the classroom.

Conclusions for Question 3

How are the perceptions of cultural intelligence different between participants who have had global experience as compared to those who have not?

To answer Question 3, one could reference Chapter I as well. The researcher first defined cultural intelligence in Chapter I as a person's capability to function effectively in culturally and diverse contexts (Ang et al., 2015). The survey question, which appeared to gather the best understanding of how these participants functioned in a culturally and diverse context, would also be in Question 3. This researcher reanalyzed the results of Survey Question 3, through the lens of Research Question 3.

When reflecting on the global experiences of these students, it does appear those who have more cultural experience are keenly aware of how their cultural background can and will impact their interactions with others, especially others from different cultural backgrounds. The results also revealed that those graduates who had student taught in a foreign country and had other global experience were not as descriptive of their student teaching experience, but if the participants had other SOE global experience and did not student teach in a foreign country, they felt their experience was impactful. For the participants who were identified as having SOE global experience, it appeared be their only global experience. This perspective aligned well with many of the participants who referenced how college opened up their opportunities to work with individuals from different cultures.

The student with the most cultural experience shared she had been in nine countries, and she was the only participant that recognized that not all ELLs were non-English speaking. This finding was invaluable, as inexperienced teachers often assume

all ELLs are non-English speaking. This, however, may not always be the case, and this observation can be attributed to her varied experience. Some ELLs are able to speak conversational English but still need support with academic English. This is a very intelligent observation, as there will continue to be a range of ELLs in P-12 environments, and there is much to learn on the variation of levels these individuals align with.

Other Survey Question Response

The answers to Survey Question 7 allowed the researcher to see the participant perception on what training including global experience helped to prepare the participants for their work with ELLs.

Survey Question 7: What training or experience has prepared you for working with ELLs?

Even though all of these students attended the same institution and took the same core courses, there was much variation in their response to what they felt prepared them for the teaching of ELLs. This researcher in preparation for their answer to the research questions, divided the participant response among the three areas of strata.

Student teachers who student taught in a foreign country. For those graduates who had experience student teaching in Belize, they shared a variety of preparation for working with ELLs. One shared about how pre-professional development sessions and coursework prepared her to work with ELLs. Another shared that she took Teaching English to Speakers of Other Languages (TESOL) classes when a part of an undergrad studies program. Two participants shared that their experience of working with college friends who were ELLs or with other ELLs helped to prepared them. A third reflected on

her Diverse Learners course and how this course allowed hands-on working with ELLs to prepare for an International Day at a local elementary school. The fourth student teacher who was a 2019 graduate shared that she did not receive much training but has learned through experience and personal study because she feels it is something that is lacking (at least in this region). When reflecting on this subgroup, it occurred to the researcher that since all but one of these student teachers had other global experience that perhaps the experience gained in global travel may have been taken for granted as a teacher for working with ELLs: therefore, they looked at other sources of preparation in answering this question.

Student teachers with global or cultural immersion experience from the School of Education. In contrast to the 2018 Student Teacher who had felt Kentucky could not prepare him for the teaching of ELLs until teachers in Kentucky are required to have ELL certification, a 2019 Student Teacher who had completed Global Experience with the School of Education, had at least 10 ELLs in each of her Student Teaching Placements. Needless to say, this participant shared that although she received preparation in her education courses, working first-hand with ELLs in her Student Teaching placements gave her a better understanding of what works and what does not when working with ELLs. The other 2019 graduate in this category shared that she did feel her global experience prepared her for her work with ELLs.

The two 2018 graduates who were found to not have a School of Education global experience but had a cultural immersion experience in Washington D.C. reflected on other preparation for working with ELLs. The P-12 Spanish/ P-5 Dual Major shared that she felt learning Spanish helped her not only with Spanish speaking ELLs but also in

working with students from other language backgrounds because she is empathetic and understands the challenges of learning a new language. She also said that her education courses did help her to learn specific strategies and techniques from using visuals to word walls to dialogue journals in working with ELLs. The P-5 major shared that she learned how to work with ELLs through attending pre-professional development sessions relating to this topic, and some in her courses. She also claimed her interactions with ELLs she has gained even a better understanding of how to work with them.

Student teachers without school of education global experience. A 2018 graduate shared that he felt the School of Education could not entirely prepare him for the teaching of ELLs because there is only so much that can be learned from a book. He said that until Kentucky requires their teachers to be ELL certified like California, he does not think it is possible to expose their pre-service teachers to ELLs during student teaching. The other 2018 graduate participant in this category felt student teaching prepared her but she was also prepared to work with English Language Learners by growing up in a home where her family fostered children from Mexico.

A 2019 graduate participant in this category shared she felt her Diverse Learning course prepared her as well as her work as a writing tutor on campus where many adult ELLs came for tutoring. The fourth participant in this category, the other 2019 graduate participant, shared that she took Teaching English to Speakers of Other Languages (TESOL) classes and her education courses which described appropriate modifications to make in the teaching of ELLs helped to prepare her.

Conclusion

Chapter IV revealed many layers of analysis relating to the study. Chapter V will focus on the reflections of the results, the discussion of limitations, the implications of the results, as well as recommendations for further research.

V. Reflections, Limitations, Implications, and Recommendations

Introduction

This 2019 comparative study included 2018 and 2019 graduates from one rural Kentucky university. The comparison of former and present graduates allowed this study to have a fourth dimension to reflect on as five of the six 2018 graduates served as certified teachers in their own classroom during the 2018-2019 school year. The 2018 graduates were able to reflect on how their pre-service experience impacted their certified teaching experience, while the 2019 graduates reflected on their perception of how their pre-service experience will impact their future teaching. The cross-comparison of subgroups to determine potential impact of global experience on levels of cultural intelligence occurred by analyzing these present and former student teachers according to three categories. The three categories were identified according to their pre-service participation in School of Education designed global experience. Student teachers who student taught in a foreign country, student teachers who participated in other School of Education (SOE) designed global experiences, and student teachers who did not participate in global experience designed by the School of Education (SOE). The comparison among these three categories allowed for the analysis of participant perception of cultural intelligence. Chapter IV showed the compilation of this data according to the response of the survey questions as well as an examination of results through the lens of the research study questions.

Research Questions

1. How have opportunities of global experience impacted cultural intelligence perceptions in participants?
2. How have opportunities to serve in global settings impacted teacher sensitivity towards ELLs?
3. How are the perceptions of cultural intelligence different between participants who have had global experience as compared to those who have not?

Reflection and Discussion of Results

In discussing the results of the study, it is interesting to see how confident many of the graduates were in their abilities to work with English Language Learners. There was also a wide spectrum of ELL experience and global experience shared in the survey responses. Although this researcher hypothesized global experience would impact levels of cultural intelligence, the study did not produce definitive results to completely confirm global experience was the trendsetter for cultural intelligence. This was surprising but not completely defeating because there were few participants without global experience. It was found that all but two participants in this study had some type of global experience, and one of those two ended up completing global experience in his master's program. In looking closer at the study through the lens of the three research questions, patterns were identified in the overall response that indicated that those who had recent or multiple opportunities of SOE global experience found this experience invaluable as they worked with other cultures.

Researcher's Reflection of Participants

The participants were more diverse than what this researcher first thought they would be. Realizing that predominantly this School of Education had P-5 majors as a large portion of their graduating class, the researcher was surprised at the number of participants who represented other pre-service teacher majors. However, when reviewing the participant demographics, a possible limitation existed in the small population size, and would include discussions on the representation of gender and ethnicity among the participants.

Discussion of Limitation 1

Even though there were fewer number of males (18%) selected for this study, this ratio of males to females is similar to the ratio of males to females in each cohort group (24% of males to total in 2018 and 23% of males to total in 2019). Since the random sampling occurred and the strata differentiated the participants among the three groups, it was possible to have no males selected for this study. This was an unintentional outcome, but further studies may have a larger population of participants of which to differentiate. Ethnicity would also be an option to explore in larger populations; unfortunately, in this wholistic group of graduates, only one African-American student and only one Mexican-American were represented in the total population of student teachers in 2019. The remaining graduates and the 2018 graduates were all identified as Caucasian.

Reflection on Perceptions of Cultural Intelligence

In completing this qualitative study this researcher left the questions on the survey open ended. Although, this researcher was amazed at the varied level of response these

participants shared when they defined cultural intelligence and evaluated their levels, it was difficult to identify which participants perceived themselves to have higher levels of cultural intelligence, this observation contributed to a second limitation.

Discussion of Limitation 2

The second limitation was in the way in which the study was presented, in not providing a range of scores for participants to select from when reviewing their perception of their levels of cultural intelligence. If the researcher had designed this study to offer a range of scores for the participants to rank themselves on a spectrum of cultural intelligence, this would have been helpful in comparing their perceptions. This one modification could have possibly allowed for more definitive options on recognizing cultural intelligence perception among the participants. On the other hand, in offering that change in design for this study, the researcher would still be faced with the dilemma to interpret what each ranking may represent and, in a sense, it could limit the creativity of participant response.

Reflection of Cultural Sensitivity in Participants

When reflecting back on the definitions of cultural sensitivity and cultural competence of Chapter I, this researcher had hoped the delineation of these results would have been more defined. However, when reflecting on studies of cultural intelligence, it is revealed that this can be increased by the exposure to different cultures. For future teachers who desire to have impact on all students, they will be sensitive to meeting the needs of students from all different cultures. They will also recognize the varied dimensions of culture represented in their classroom populations. It was, not surprising to find that those who had cultural experience, especially those who had student taught

appeared more passionate about how a teacher should be sensitive to ELLs in their classroom

Reflection on the varied perceptions of Cultural Intelligence among participants who completed global travel when they were compared to one another also made for an interesting comparison. It may open more opportunities for discussion to keep in mind that although each graduate had been given the opportunity to complete global experience each year in their teacher preparation, this researcher could not help but to consider if this allowed for an unintentional bias on this study. Is it possible that based on the background of the participants there was a predetermined influence on if they would take advantage of the global opportunities extended to them while completing their teacher preparation training? For those individuals who grew up travelling would they not be more open to the idea of travelling abroad as compared to those who had not travelled prior to being invited to participate in a School of Education global experience? Although, this variable may have been somewhat present, this researcher also reflected back on the participant response to Question 1. She recognized how many of these participants indicated their desire to travel, did not come until their exposure of different cultures on their college campus . Although their experience growing up may have limited their opportunities to travel, their desire to travel may have been masked until they foresaw opportunities in which they could travel. For example, finances may have impacted their accessibility but, with fund raisers in college, and financial aid options for studying abroad coming available, this allowed some students who had not considered going global, the means to do so.

Implications of Results and Practice

Global experience has certainly played a role in the analysis of an individual's preparation for working with ELLs based on the survey responses. The confidence witnessed through their survey responses in this group of graduates could have definitely been impacted by the numerous types of global experience. Out of the 12 participants who were involved in this study, 11 participants reflected on global experience, but as stated before, one of these participants achieved his global experience in his master's program prior to teaching. In total, these participants traveled to 20 countries that spanned the globe! The countries touched by these graduates whether for the purpose of education, ministry, or vacation included: The Bahamas, France, Mexico, Aruba, Venezuela, Jamaica, Germany, Spain, Greece, Italy, Cambodia, Guatemala, China, Belize, Ireland, Ghana, Israel, Thailand, The Netherlands, and Canada. This small group of 12 graduates have certainly left a global footprint on our world. Not only achieving global experience but other cultural immersion experience which impacted these individuals and for some, these experiences were life changing.

Washington D.C.

Three of the participants in this study referenced their cultural immersion experience in Washington D.C., and an additional participant participated in this cultural immersion experience as well. Although Washington D.C. is not located in another country, when comparing the populations of Kentucky and Washington D.C., the demographics are very different. There are around 691,000 more people in D.C. than there are in the rural Kentucky city this institution is located in (U.S. Census Bureau, 2018). This population is a challenge to imagine as so many individuals are located in

this one location. This researcher travelled to D.C. 3 years ago with this institution's School of Education. Navigating the metro stations and the downtown attractions alone were certainly challenging but invigorating experiences to remember. Seeing multiple students, even small kindergarten students riding the metro to school each day was unfathomable to a small town, Kentucky girl who was terrified of all the potential danger that could occur based on what she had seen on blockbuster movies. Observing students in the International Baccalaureate Middle School was also an experience to recall. This school was one of the first desegregated schools in D.C. and its heritage and history were something directly out of the history books. The most interesting classroom experience this researcher encountered while there was an Arts and Humanities Course taught entirely in Spanish, which was required for seventh graders. The goal of this institution is that all students learn at least one other language. This particular class was an immersion experience designed for students to not only learn the Spanish language through immersion, but to also learn the content related to arts and humanities in Spanish. Once the door closed to this classroom, no more English was allowed to be spoken until the door opened back up at the end of class. This researcher also had the opportunity to sit in on a Chinese course offered to their eighth graders as they were in their second year of learning Chinese. This tonal language was so different from the other languages typically taught in a high school setting, and it was taught for middle school students.

The School of Education students on this trip did not just observe in the classrooms, but in addition to their experience throughout the school day, they had hands-on opportunities to serve in the school's after school program. Partnering with the overseers of this after school program, the School of Education students designed and

prepared a community service project with the students in this middle school afterschool program. The service project included backpacks being delivered to a church for later disbursement of items for Washington D.C.'s high population of homeless. This was perhaps one of the most impressionable culture shocks for this institution's School of Education students, as it was not until this cultural immersion experience that many of the students experienced recognizing such a large population of homeless. Students found it so difficult to understand why in their nation's capital so many individuals did not have their basic needs met. This was certainly a cultural immersion experience of a lifetime.

Belize

Six of the students in this study shared they were in Belize for their global cultural experience either as a student teacher and/or as a student who completed study abroad experience. Belize is also a very distinct culture different from the U.S. One participant referred to Belize as a needs-based country. This researcher has also been to Belize and had been on the School of Education experience. For those who attend this trip, it is referenced as "Belize from the Backside." This experience offers students a total cultural immersion experience. Students who attend this trip get the opportunity to experience both modern and authentic Belizean culture ranging from the Garifuna culture, which is more African-based, to Kriol, and Mayan culture to a culture not identified by a certain group. There are multiple cultures represented in Belize including Amish and Chinese culture. Students on this trip get the opportunity to experience immersion with a variety of people groups, including the Garifuna culture. School of Education students from this institution travel 10 days to complete this journey to this very different part of the world.

Stopping first at the zoo, students were introduced to the multiple predators along with the infamous jaguars that roam the wilderness of this country. The zoo tour is one of the many wonderful adventures these students have to remind them of how different Belize is from the U.S. They are also assigned host families, and while in Belize, they live with these families and have a full immersion experience into the culture of these families. Although English is the adopted language for Belize, students are able to experience other languages that are native to different groups in Belize. They are assigned to schools and often have the opportunity to co-teach in the classroom of the teacher they are assigned. In my personal experience, the Belizean students were very anxious to learn, as school is very important to the people of Belize. Having witnessed this experience firsthand, this researcher would have rather had further details shared from the perspective of these graduates on how they felt this experience contributed to their overall growth as a future teacher. Belize is such a fascinating country, and it was eye-opening to see how it was a third-world country overcoming some of the struggles only thought to have existed by developing countries in the past.

Graduates identified as those with School of Education global experience appeared to have had only global and cultural immersion experience that was offered by the School of Education. It is important to recognize the importance of the School of Education offering these options to their students, as there are many institutions who do not offer such options for pre-service teacher training. Expanding opportunities for working with culturally diverse populations through the means of global experience appeared to be well-received as many of the students reflected on their minimal ELL populations currently represented in rural Kentucky communities.

Recommendations for Further Research

Future research can continue to seek out the impact global opportunities will have on English Language Learning. In the repetition of this study this researcher would recommend forming focal groups to allow participants the opportunity to elaborate. To allow participants an opportunity to expand their thoughts on how they think their global experience may impact their current and future teaching of ELLs would lead to a rich discussion of cultural intelligence. These focal groups would be a wonderful expansion to this study and would take place after the completion of the survey.

Although some of the graduates reflected specifically on their global experience in their survey response, others just briefly referenced this experience in answering the survey questions. Having a “before global experience survey” to allow students to share their thoughts (maybe even their stereotypes) in anticipation of their global experience, then to answer a similar survey at the conclusion of the experience would allow for fruitful discussion. Then in allowing them to compare their initial perspective to their actual experience would allow them to openly reflect on global experience impact.

A third recommendation for future studies would include a study similar to Alfaro (2008). She recognized that not all universities offered global clinical experience. Comparing the graduates who receive global experience options in their teacher preparation to those who did not receive this opportunity at their institution would be a third way to expand the study as well.

Conclusion

The cross-comparative analysis that occurred throughout this study among graduates from this one rural institution in Kentucky did produce unexpected results. The researcher had originally thought she would have four students without global experience only to find that there was only one student out of these 12 participants who did not have some type of global experience, although she did have a United States cultural immersion experience. It was determined from the survey results that global experience impacts participant levels of cultural intelligence, but how much of an impact is yet to be determined. Other hands-on experience also appeared to increase levels of cultural intelligence in the perception of these participants. There were a few participants who referenced their diverse learning field trip to a local elementary school as one experience that aided them in their preparation and implementation of cultural sensitivity. The participants shared they enjoyed the cultural conversations with local elementary school students on this school-wide International Day. This experience was recalled in multiple surveys and was also referenced by these students as a strong example of preparation for working with ELLs. Although this researcher would have preferred to have had a more clear-cut conclusion to her study and see more exact answers on how global experience increased cultural intelligence in preparation for teaching ELLs, this researcher found that it was multiple opportunities of working with students of different cultural backgrounds, including global experience contributed to their levels of cultural intelligence. It is important for future educators to have high levels of cultural intelligence. Their knowledge and understanding of diverse cultures “prepare students for an interdependent world, develop attitudes and values necessary for a democratic society, and affirm

pluralism that communities and teachers reflect, as well as challenges all forms of discrimination in schools for the promotion of social justice” (NEA, 2-1, 2011).

Kentucky will continue to grow in its numbers of English Language Learners in all classrooms including those that are located in rural communities. This study suggests that it is important for preservice training of teachers to include a variety of cultural immersion experiences that will impact the teaching of English Language Learners.

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APPENDICES

Appendix A: Original Survey Instrument

Appendix A: Original Survey Instrument

Cultural Sensitivity Survey

Name _____

Please answer the questions below as you explore these elements from your own perspective. Cross Cultural Effectiveness has been determined by other Cultural Sensitivity Surveys in assessing the areas of Emotional Resilience, Flexibility/Openness, Perceptual Acuity, and Personal Autonomy such as by CCAI.

Kelley, C. & Meyers, J. (2015). CCAI Cross-Cultural Adaptability Inventory Theory Background. *HRDQ*. King of Prussia, PA.

Personal Autonomy

1. How would you describe your cultural background and how do think this background has impacted your personal values and beliefs?

Appendix A (continued)

Cultural Sensitivity Perception

2. What is your definition of cultural sensitivity and what role should it play in a P-12 classroom?

Experience in Working with Different Cultures

3. What has your experience been in working with students or others from different cultures?

4. What have been some of your feelings and/or emotions in your personal experience of working with students or others from different cultures? (Emotional Resilience)

5. What do you foresee as challenges in working with individuals or students from different cultures? (Perceptual Acuity)

Appendix A (continued)

Global Experience

6. Did you participate in any global experience opportunities offered through _____(the institution)?

___Yes ___No

If yes, please describe the experiences in which you were a participant.

7. Have you had any global experience besides those that were offered by _____ (the institution)?

___Yes ___No

If yes, please describe the experiences in which you were a participant.

Experience in Working with ELLs

8. What training or experience has prepared you for working with ELLs?

Appendix A (continued)

9. How would you recommend for a teacher to communicate with a child who is an English Language Learner (ELL)? (Flexibility/Openness)

Have you taught ELLs?

Yes No

If so, how often would you say you have had this experience and what have been your challenges and/or success in working with ELLs?

If not, how would you plan for the challenges and or success in teaching ELLs?

Appendix B: Peer Reviewed Instrument Assessment for Content Validity

Appendix B Peer Reviewed Instrument Assessment for Content Validity

(Based on the Lawshe (1975) Content Validity Assessment)

This Lawshe's Validity Assessment will measure the validity of the instrument the researcher will use, in the form of a survey, to complete her dissertation.

Islam (2017) believed a teacher's belief, talk, questioning, diversity, and complexity "shaped" their teaching. He believed there are different assumptions a teacher may make if they are not careful in teaching ELLs.

These assumptions may be conscious, or they may be rooted in their subconscious based on their cultural background, personal teaching, and cultural experience (Farrell, 2015). Although the questions of this instrument are original, the framework used to design the survey is from a current valid and assessment tool described as a Cross-Cultural Adaptability Inventory (CCAI). Kelley and Meyers (2015) designed a tool to "increase participants' ability to relate to other cultures" (p. 4). The distinct areas of their assessment tool were used to measure emotional resilience, flexibility/openness, perceptual acuity, and personal autonomy. Their tool has been proven to be effective in multiple settings, and since it has already been proven valid and reliable, a similar variation of this instrument could be useful in establishing a baseline of teachers' openness and motivation towards working with ELLs or ESLs in the classroom.

Appendix B (continued)

<u>Cultural Sensitivity Perception</u>				
What is your definition of cultural sensitivity and what role should it play in a P-12 classroom?	Essential 10	Useful, but not Essential	Not Necessary	CVR= 1+
<u>Experience in Working with Different Cultures</u>				
What has your experience been in working with students or others from different cultures?	Essential 9	Useful, but not Essential 1	Not Necessary	CVR=0.80
What have been some of your feelings and/or emotions in your personal experience of working with students or others from different cultures? (Emotional Resilience)	Essential 9	Useful, but not Essential 1	Not Necessary	CVR=0.80
What do you foresee as challenges in working with individuals or students from different cultures? (Perceptual Acuity)	Essential 7	Useful, but not Essential 3	Not Necessary	CVR=0.40

Appendix B (continued)

<u>Global Experience</u>				
Did you participate in any global experience opportunities offered through _____ (the institution)?	Essential 9	Useful, but not Essential 1	Not Necessary	CVR=0.80
If you did participate in any global experience opportunities offered through _____(the institution), please describe the experiences in which you were a participant.	Essential 8	Useful, but not Essential 2	Not Necessary	CVR=0.60 (probing)
Have you had any global experience besides those that were offered by _____ (the institution)?	Essential 9	Useful, but not Essential 1	Not Necessary	CVR=0.80

Appendix B (continued)

<u>Global Experience</u>				
If you have had other global experience besides what was offered by (the institution), please describe the experience in which you were a participant.	Essential 8	Useful, but not Essential 2	Not Necessary	CVR=0.60 (probing)
<u>Experience in Working with ELLs</u>				
What training or experience has prepared you for working with ELLs?	Essential 9	Useful, but not Essential 1	Not Necessary	CVR=0.80
How would you recommend for a teacher to communicate with a child who is an English Language Learner (ELL)? (Flexibility/Openness & Perceptual Acuity)	Essential 8	Useful, but not Essential 2	Not Necessary	CVR=0.60 (probing)

Appendix B (continued)

<u>Experience in Working with ELLs</u>				
Have you taught ELLs?	Essential 7	Useful, but not Essential 3	Not Necessary	CVR=0.40
If you have taught ELLs, how often would you say you have had this experience and what have been your challenges and/or success in working with ELLs?	Essential 8	Useful, but not Essential 2	Not Necessary	CVR=0.60
If you have not taught ELLs, how would you plan for the challenges or success in teaching ELLs?	Essential 8	Useful, but not Essential 2	Not Necessary	CVR=0.60

Appendix C: Survey Instrument

Appendix C: Survey Instrument

Cultural Intelligence Perception Survey

Name _____

**Please answer the questions below as you explore these elements
from your own perspective.**

1. How would you describe your cultural background and how do you think this background has impacted your personal values and beliefs?

2. What is your definition of cultural intelligence and what role should it play in a P-12 classroom?

3. What has your experience been in working with students or others from different cultures? (ex. Working with English Language Learners in school settings etc.)

Appendix C (continued)

4. What have been some of your feelings and/or emotions in your personal experience of working with students or others from different cultures?

5. Did you participate in any global experience opportunities offered through _____ (the institution)?

Yes No

If yes, please describe the experiences in which you were a participant.

6. Have you had any global experience besides those that were offered by _____ (the institution)?

Yes No

If yes, please describe the experiences in which you were a participant.

Appendix C (continued)

7. What training or experience has prepared you for working with ELLs?

8. How would you recommend for a teacher to communicate with a child who is an English Language Learner (ELL)?

Appendix D: Cover Letter

Appendix D Cover Letter

Preparing for the teaching of English Language Learners:

A Comparative Study of Cultural Intelligence from One Rural Kentucky University

Dear Spring 2018 or Spring 2019 School of Education Graduate:

I would like to invite you to participate in a research study entitled

Preparing for the teaching of English Language Learners:

A Comparative Study of Cultural Intelligence from One Rural Kentucky University

I am currently enrolled in the Educational Leadership and Policy Studies Doctoral Program at Eastern Kentucky University. I am in the process of writing my dissertation. The purpose of this study is to assess the perception levels of cultural intelligence in recent graduates of your institution.

Your participation in this study is completely voluntary. There are no known risks to your participation. Once you agree to participate in this study, an eight-question cultural intelligence survey will be sent to you. Your responses will remain confidential and anonymous. Data from this research will be kept and stored, reported only as a collective combined total. No one other than the researcher will know your individual responses on the survey.

If you agree to participate in this project, please sign and return the informed consent documents which are enclosed with this letter. You may email your consent forms to _____

_____ Upon receipt of these releases I will email you the survey to complete. It

Appendix D (continued)

should take you approximately 30 minutes to complete. You will be asked to return the completed survey through email as soon as possible.

If you have any questions about this project, feel free to contact Elisha Lawrence through email at _____ or by phone at _____. Information on the rights of human subjects research is available for Eastern Kentucky University's Institutional Review Board Division of Sponsored Programs, 521 Lancaster Avenue, Jones 414 (Physical Location) / Coates CPO20 (Mailing Address), Richmond, KY 40475: website: <https://sponsoredprograms.eku.edu/institutional-review-board>; _____

Thank you for your willingness to consider participation in this study.

Sincerely,

Elisha Lawrence

Appendix E: Informed Consent

Appendix E: Consent to Participate in a Research Study

Preparing for the teaching of English Language Learners:

A Comparative Study of Cultural Intelligence from One Rural Kentucky University



Key Information

You are being invited to participate in a research study. This document includes important information you should know about the study. Before providing your consent to participate, please read this entire document and ask any questions you have.

Do I have to participate?

If you decide to take part in the study, it should be because you really want to volunteer.

You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering. If you decide to participate, you will be one of 12 people in the study.

What is the purpose of the study?

The purpose of this study is to assess the perception level of cultural intelligence of recent School of Education Graduates at _____ University. You are being asked to participate

Appendix E (continued)

because you are a Spring 2018 or Spring 2019 graduate from _____University's School of Education.

Where is the study going to take place and how long will it last?

The research procedures will be conducted at via email, and your participation can be expected to take about 30 minutes.

What will I be asked to do?

If you decide to participate, you will be asked to complete an eight-question open-ended survey and return it by email to _____.

Are there reasons why I should not take part in this study?

We are not aware of any reasons you should not participate in the study unless you are not a Spring 2018 or Spring 2019 graduate from _____University's School of Education.

What are the possible risks and discomforts?

To the best of our knowledge, the things you will be doing have no more risk of harm or discomfort than you would experience in everyday life.

You may, however, experience a previously unknown risk or side effect.

Appendix E (continued)

What are the benefits of taking part in this study?

There is no guarantee that you will get any benefit from taking part in this study. However, some people have experienced self-satisfaction when they have realized the impact their feedback has had on effective teacher preparation. We cannot and do not guarantee that you will receive any benefits from this study.

If I don't take part in this study, are there other choices?

If you do not want to be in the study, there are no other choices except to not take part in the study.

Now that you have some key information about the study, please continue reading if you are interested in participating. Other important details about the study are provided below.

Other Important Details

Who is doing the study?

The person in charge of this study is _____ but also a student at Eastern Kentucky University. She is being guided in this research by Dr. Sherwood Thompson. There may be other people on the research team assisting at different times during the study.

What will it cost me to participate?

There are no costs associated with taking part in this study.

Appendix E (continued)

Will I receive any payment or rewards for taking part in the study?

You will not receive any payment or reward for taking part in this study.

Who will see the information I give?

Your information will be combined with information from other people taking part in the study. When we write up the study to share it with other researchers, we will write about this combined information. You will not be identified in these written materials.

We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is. For example, your name will be kept separate from the information you give, and these two things will be stored in different places under lock and key.

However, there are some circumstances in which we may have to show your information to other people. Also, we may be required to show information that identifies you to people who need to be sure we have done the research correctly, including administrators from Eastern Kentucky University and _____ University.

Identifiers may be removed from the identifiable private information you provide as part of the study. After such removal, the information could be used for future research

Appendix E (continued)

studies or distributed to another investigator for future research studies without additional informed consent.

Can my taking part in the study end early?

If you decide to take part in the study, you still have the right to decide at any time that you no longer want to participate. You will not be treated differently if you decide to stop taking part in the study.

The individuals conducting the study may need to end your participation in the study. They may do this if you are not able to follow the directions they give you, if they find that your being in the study is more risk than benefit to you, or if the University or agency funding the study decides to stop the study early for a variety of reasons.

What happens if I get hurt or sick during the study?

If you believe you are hurt or get sick because of something that is done during the study, you should call _____ at _____ immediately. It is important for you to understand that Eastern Kentucky University will not pay for the cost of any care or treatment that might be necessary because you get hurt or sick while taking part in this study. Also, Eastern Kentucky University will not pay for any wages you may lose if you are harmed by this study. These costs will be your responsibility.

Appendix E (continued)

Usually, medical costs that result from research-related harm cannot be included as regular medical costs. Therefore, the costs related to your care and treatment because of something that is done during the study will be your responsibility. You should ask your insurer if you have any questions about your insurer's willingness to pay under these circumstances.

What else do I need to know?

You will be told if any new information is learned which may affect your condition or influence your willingness to continue taking part in this study.

We will give you a copy of this consent form to take with you.

Consent

Before you decide whether to accept this invitation to take part in the study, please ask any questions that come to mind now. Later, if you have questions about the study, you can contact the investigator, _____ at _____. If you have any questions about your rights as a research volunteer, you can contact the staff in the Division of Sponsored Programs at Eastern Kentucky University at _____.

Appendix F: Informed Consent Document for _____ University

Appendix F: Informed Consent Document for CU

_____’s Informed Consent

I, _____, agree to participate in this research titled

Preparing for the teaching of English Language Learners:

A Comparative Study of Cultural Intelligence from One Rural Kentucky University

which is being conducted by _____ a the _____ University’s School of Education

and a Doctoral Candidate pursuing an EDD in Educational Leadership and Policy

Studies at Eastern Kentucky University,_____. I understand that my

participation is entirely voluntary; I can withdraw my consent at any time without penalty

and have the results of my participation, to the extent that they can be identified as mine,

returned to me, removed from the research records, or destroyed.

The following points have been explained to me:

1) The present research is being conducted to **assess the perception level of cultural intelligence in recent School of Education Graduates at _____**

University. Some information may be withheld until the end of the study. The benefits

that I may expect to receive from it are **the opportunity to contribute to research**

designed to improve preparation of future teacher candidates.

2) The procedures are as follows: **This form of consent will be sent through email.**

If I wish to participate I will either sign it and scan it to send back to the researcher

through email or I will print it, sign it, and return it to the researcher through mail.

Upon receipt of my signed release, the researcher will send me a survey to complete

Appendix F (continued)

- 3) **that I will return to her through email.** In order to make this study valid, some information about my participation will be withheld until after the study.
- 4) No discomforts or stresses are foreseen in this study.
- 5) No risks are foreseen in the participation of this study.
- 6) The results of this participation will be completely confidential, and will not be released in any individually identifiable form without my prior consent, unless required by law.
- 7) The investigator will answer any questions about the research now or during the course of the project.

Signature of Participant	Date	Signature of Primary Investigator	Date
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Appendix G: Debriefing Form

Appendix G: Debriefing Form

Study Title: **Preparing for the teaching of English Language Learners:**

A Comparative Study of Cultural Intelligence from One Rural Kentucky University

Principal Investigator: **Mrs. Elisha Lawrence**

Sponsor: **Eastern Kentucky University**

Thank you for your participation in this study. This form will describe the purpose of this study in more detail. Although the cover story of this study was to assess your cultural intelligence perception, it also was used to determine if your level of perception could have been influenced by your level of global experience prior to the completion of the program. It is believed that levels of cultural intelligence in teachers do have an immediate impact on their level of effectiveness when teaching English Learners.

If you have any questions about the study or would like to receive a copy of the results when they are available, please contact Mrs. Elisha Lawrence at _____ or _____.

If you have questions about your rights as a participant, concerns, or complaints about the research you may contact _____ or mail concerns to the Division of Sponsored Programs.

Division of Sponsored Programs

521 Lancaster Avenue

Coates CPO20

Richmond, KY 40475

Thank you again for your participation!

Appendix H: Actual Participant Response Data from Surveys

Appendix H: Actual Participant Response Data

Group A: 2018 Student Teachers who Student Taught in another country
Answers to Questions 1-3

Graduation Year	Gender	Major Area of Study	1. Cultural Background Description	2. Cultural Intelligence Definition & the role of Cultural Intelligence in a P-12 Classroom	3. Experience Working with students from different cultures
2018	F	P-5	Participant describes herself as a white American from a middle-class family. She also describes herself as openminded which helps with empathy and understanding in the classroom	She describes cultural intelligence as being informed of other cultures, backgrounds, and lifestyles. She says cultural intelligence plays a role in decision-making situations.	She says her experience of working with different cultures has included working with students who have had different skin colors, Hispanic, and Indian. She said it is important for a teacher to understand the cultural pressures and family expectations on students.
2018	F	IECE	Participant describes her personal cultural background as middle-class, a Christian, and an American. She described these characteristics have impacted how she views the world, her work-ethic, and how she values things and others.	She defined cultural intelligence as being aware of and sensitive to different cultures and how it impacts people's lifestyles and values. As a teacher it is important to be aware of where your students are from, their cultures, and family values and beliefs.	She loves working with people from other cultures. She has been in nine countries so far and has worked in a school setting in six of them. Growing up and also at college, she has worked with a lot of people from various cultures.

Group A: 2018 Student Teachers who Student Taught in another country
Answers to Questions 4-6

Graduation Year	Gender	Major Area of Study	4. What have been some of your feelings and/or emotions in your personal experience of working with students from different cultures?	5. Did you participate in any global experience with this university's School of Education? If yes: please describe	6. Have you had any global experience besides what was offered by this university's School of Education? If yes: please describe
2018	F	P-5	Participant shared she has greatly enjoy working with students of different cultures. She loves connecting to their learning and listening to their stories of holidays/ home-life/ point of views.	Student taught in Belize.	Did a music a tour in Europe offered through U of L.
2018	F	IECE	Participant shared she has really enjoyed learning about different cultures through the people she has met. As a teacher, she knows it can be a challenge especially if there is a communication barrier.	Student went to Belize twice and got to work in two different pre-schools. She went her first time to Belize for global experience, but her second experience was to Student Teach in Belize. She also went to China for two months and taught English to preschoolers.	The participant has been to Ghana and worked in an orphanage and at a school. She went to Guatemala on a mission trip to build houses. She went to Israel to learn about its history and also current situations. She went to Thailand to help at a home where girls coming out of sex trafficking were sent. She visited The Netherlands and Canada.

Appendix H (continued)

Group A: 2018 Student Teachers who Student Taught in another country
Answers to Questions 7-8

Graduation Year	Gender	Major Area of Study	7. What training has prepared you for working with ELLs?	8. How would you recommend for a teacher to communicate with a child who is an English Language Learner?
2018	F	P-5	The participant shared that the Pre-Professional Development Sessions offered by the SOE and her courses prepared her for working with ELLs.	She recommends for a teacher to slow down when he or she speaks using visuals, technology and try to learn the basics of their language.
2018	F	IECE	The participant took TESOL classes during her undergraduate studies. Otherwise she shared she has had hands-on training during her various trips or with friends who were ELLs at college.	She recommends that it depends on how much English the student knows. She recommends to use simple phrases first then expand as the student understands. She thinks ELLs should use full sentences so they can learn sentence structure. Use basic vocabulary at first will be most important. Communication needs to be slowed down and enunciated more so the student can understand more clearly.

Group A: 2019 Student Teachers who Student Taught in another country

Answers to Questions 1-3

Graduation Year	Gender	Major Area of Study	1. Cultural Background Description	2. Cultural Intelligence Definition & the role of Cultural Intelligence in a P-12 Classroom	3. Experience Working with students from different cultures
2019	M	P-5	The participant said he didn't expect much culture at the university he went to in a small rural town in Kentucky. He said however being involved in teaching and in Resident Life on campus he has experienced many different backgrounds and seen many different cultures. It also impacted him in a great way to be involved in International travel.	The participant defined cultural intelligence as the ability to have knowledge on different ways of life. He believes culture isn't just about coming from another country but just a simple way of living a different life. Cultural intelligence is crucial in P-12 classrooms because you need to have deep understanding of how and where your students come from.	The participant said he had the opportunity to travel to Belize and experience public schools in another country. He said students from there are excited to be in school and are ready to learn something new every day.
2019	F	P-5/ IECE Dual Major	Participant described how she came from a place with no diversity or distinct culture and as a result to experience as much as I can.	The participant defines cultural intelligence as being aware of similarities and differences of people and how they are affected by these. The participant believes in a P-12 classroom a teacher should attempt to incorporate these in the classroom and to show their students different ways of life.	Her experience with ELLs has included working with her college campus's Center for International Education and she said she loved every single minute. She said she also personally tutored a 5-year old Brazilian girl as well. She also studied abroad twice in Ireland and in Belize where she student-taught.

Appendix H (continued)

Group A: 2019 Student Teachers who Student Taught in another country

Answers to Questions 4-6

Graduation Year	Gender	Major Area of Study	4. What have been some of your feelings and/or emotions in your personal experience of working with students from different cultures?	5. Did you participate in any global experience with this university's School of Education? If yes: please describe	6. Have you had any global experience besides what was offered by this university's School of Education? If yes: please describe
2019	M	P-5	The participant has really enjoyed being a part of the unique cultures on his college campus. Simply learning about their life and building long lasting friendships have been some of his experiences.	He student taught in Belize	He has had no other global experience
2019	F	P-5/ IECE Dual Major	The participant shared she has loved every minute working with students of different cultures. She actually discovered in these experiences that she would love to teach out of the country. She has become more competent and considerate through these experiences.	She did get to travel with the SOE to Washington D.C.; has experienced diversity that her home country has to offer. She also went to Ireland and experienced diversity from Westernized Culture. She also went to Belize, even student taught in Belize, experiencing diversity in a needs-based country where language is more of a barrier.	She has had no other global experience.

Group A: 2019 Student Teachers who Student Taught in another country

Answers to Questions 7-8

Graduation Year	Gender	Major Area of Study	7. What training has prepared you for working with ELLs?	8. How would you recommend for a teacher to communicate with a child who is an English Language Learner?
2019	M	P-5	He reflected on the experience he had in his diverse learning course where he had the opportunity to work with adult ELLs during a cultural day celebration at a local elementary school. He had the opportunity to share with the elementary students the culture and background of the adult ELLs he worked with.	He recommends to most importantly be patient. To seek for help and I needed talk to administrators and faculty about ways to reach that student. It is important to differentiate lessons when having a student who may communicate in another language.
2019	F	P-5/ IECE Dual Major	The participant shared she has not honestly had much training for working with ELLs. She thinks it comes more through experience and personal study because it is something that is lacking (at least in this region).	She recommends for a teacher to learn pieces of their language, use visual prompts, and gestures.

Appendix H (continued)

Group B: 2018 Student Teachers who Completed Cultural Immersion Experience with the School of Education

Answers to Questions 1-3

Graduation Year	Gender	Major Area of Study	1. Cultural Background Description	2. Cultural Intelligence Definition & the role of Cultural Intelligence in a P-12 Classroom	3. Experience Working with students from different cultures
2018	F	P-5 & P-12 Spanish Dual Major	Participant described herself as an American middle-class that includes where and how she was raised. She said that consciously or subconsciously it has impacted virtually every aspect of her life. She said that her personal values and beliefs are strong, especially regarding her faith as a Christian. That she is an American-middle-class conservative. She said her education and travelling have helped her with open-mindedness.	<p>Cultural intelligence is a level of awareness and understanding on one's own culture as well as the cultures of others.</p> <p>The role of cultural intelligence in a P-12 classroom is important because students come from a variety of cultural backgrounds. A student's language, beliefs, traditions, etc. influence things such as their behavior and learning style. In order to best help a student to succeed a teacher must have a basic understanding of each student's cultural background that will help the student and teacher form a positive relationship and contribute to student learning.</p>	Significant role because students come from a variety of cultural backgrounds. A student's language, beliefs, traditions, etc. influence things such as behavior and learning style. A teacher must have at least a basic understanding of each student's cultural background to be successful. This understanding will help the student and teacher to form a positive relationship to contribute to student learning.
2018	F	P-5	Participant describes herself as living in a traditional home with little to no contact with ELL students, but grew up in this setting. However, going to this college has opened her eyes to different cultures and how different other cultures can be from what she was and is used to.	The participant defined cultural intelligence as knowing about different cultures in the classroom. She said it is important to help educate her students and be prepared herself if there are ELL students in her classroom.	The participant shared that at the school she currently teaches there are no ELL students so she does not have any personal experience working with ELL students other than at her college.

Group B: 2018 Student Teachers who completed Cultural Immersion Experience with the School of Education

Answers to Questions 4-6

Graduation Year	Gender	Major Area of Study	4. What have been some of your feelings and/or emotions in your personal experience of working with students from different cultures?	5. Did you participate in any global experience with this university's School of Education? If yes: please describe	6. Have you had any global experience besides what was offered by this university's School of Education? If yes: please describe
2018	F	P-5 & P-12 Spanish	Positive and negative emotions. At times have felt uncomfortable and nervous but more often feel excited and interested. The experience is always rewarding and evokes empathy.	did not go on international experience with her SOE but did go to D.C. and observed at an International Baccalaureate middle school; saw much diversity. It proved did not have to go abroad to experience a variety of cultures	have had many global experiences and treasure each one. Lived with a host family and spent two months in Seville Spain where I took Spanish classes. Those two months were life changing. Also travelled to Greece, Italy, Cambodia, and Guatemala. Whether the purpose was vacation or missions and learned so much about other cultures. Reading about other cultures is one thing but being immersed is another. These trips I learned to value several things about my own culture. Her eyes have been open to some negative things in her own culture.
2018	F	P-5	Participant shared that she has really enjoyed working with students from different cultures because it is interesting to see how other cultures do things differently than herself.	She did not go on international trips with the SOE, but did travel to Washington D.C. and shared that she participated in an activity in her Diverse Learning course where she collaborated with adult ELL students to inform elementary students in an elementary school about their different cultures.	She did not have any other global experience

Appendix H (continued)

Group B: 2018 Student Teachers who completed Cultural Immersion Experience with the School of Education

Answers to Questions 7-8

Graduation Year	Gender	Major Area of Study	7. What training has prepared you for working with ELLs?	8. How would you recommend for a teacher to communicate with a child who is an English Language Learner?
2018	F	P-5; P-12 Spanish	learning Spanish prepared as it not only helps with Spanish speaking families but helps when working with students of other languages. I understand the many challenges they face. I have awareness and empathy. In addition to learning another language, education courses have also helped to prepare me to work with ELLs. She has learned specific strategies and techniques using visuals, Word Walls, and dialogue journals.	when communicating with ELLs, use visuals, culturally appropriate gestures, speak slowly and repeat when necessary. Also recommends collaborating with ESL teacher about ways to help the student. Post sentence frame and word walls to help students learn vocabulary and sentence structure Consider using a dialogue journal to help student form written communication skills. Encourage teacher to value student's culture, don't ignore it and if it is ok with student to share with the rest of class about student's home country, language, etc. Try to create a positive, inclusive atmosphere for the student and understand this may look diff. for every student.
2018	F	P-5	Attending classes and PPD at her SOE helped to better prepare her. Having the time to interact with ELL students gave her the opportunity to better understand how ELL students feel in her setting.	The participant recommends to use all the resources you can find. She has several friends who she graduated with that has an ELL minor degree and she feels she can go them for help and guidance when needed.

Group B: 2019 Student Teachers who completed Global Experience with the School of Education

Answers to Questions 1-3

Graduation Year	Gender	Major Area of Study	1. Cultural Background Description	2. Cultural Intelligence Definition & the role of Cultural Intelligence in a P-12 Classroom	3. Experience Working with students from different cultures
2019	F	P-5	She was raised in a home where religious beliefs played an important role in her life. She attended church regularly and has continued to do so. This background has allowed her to be inclusive of all cultures.	Cultural intelligence is defined by the participant as the ability that someone has to relate to and reach across different cultures. She believes in a P-12 classroom, the educator should be sensitive to, and include all cultures in their content and procedures.	In both student teaching placements, she had at least 10 or more active ELLs in her classroom. She had to learn to scaffold instruction. She shared that luckily, she was able to co-plan with a co-teacher with some of her lessons that included ELLs.
2019	F	P-5 / Special Education	Participant describes her cultural background to having been raised in a small town on the outskirts of a city in Kentucky. She her elementary school she attended was rather diverse. She said she was able to interact with students from a multitude of countries speaking a variety of languages. This experience she felt impacted the way she believes she should interact with others and treat people.	She defined cultural intelligence as being able to understand and relate to people with differing backgrounds than your own. Cultural Intelligence is taking the time to learn from those whom are different from yourself. It is respecting people and treating them with love and kindness.	Participant commented on her opportunity to observe and assist students in a diverse school setting in a city in Kentucky, in Washington D.C. and in the city her college is located in. She has also had an opportunity to travel to Ireland to observe and assist with students and see how schools work in another country.

Appendix H (continued)

Group B: 2019 Student Teachers who completed Global Experience with the School of Education

Answers to Questions 4-6

Graduation Year	Gender	Major Area of Study	4. What have been some of your feelings and/or emotions in your personal experience of working with students from different cultures?	5. Did you participate in any global experience with this university's School of Education? If yes: please describe	6. Have you had any global experience besides what was offered by this university's School of Education? If yes: please describe
2019	F	P-5	It is very difficult to teach/work with ELLs in the classroom because of the language barrier. However, that "breakthrough" moment when they understand something is the most rewarding feeling.	In 2017, went to Belmopan, Belize with SOE. She spent a week in a third-grade classroom. She was surprised at the difference in content taught compared to the U.S. She did not do much teaching in this experience.	Has not participated in any other global experience
2019	F	P-5/ Special Education	Participant shared that working with students from another country has been a fantastic experience. It humbled her to realize that sometimes it is hard to communicate and relate with these students. It has allowed her to think outside the box and relate learning to something these students know and understand.	Participated in global experience with SOE attended the Washington D.C. Trip as well as Ireland/Northern Ireland trip. Both of these experiences were extremely different from what she has seen with her own school experiences.	She did not participate in any other global experience.

Group B: 2019 Student Teachers who completed Global Experience with the School of Education

Answers to Questions 7-8

Graduation Year	Gender	Major Area of Study	7. What training has prepared you for working with ELLs?	8. How would you recommend for a teacher to communicate with a child who is an English Language Learner?
2019	F	P-5	She responded that she has taken a few classes that have given her information on ELLs, but she felt her ED460 placements and working firsthand with ELLs has given her a better understanding of what works and does not.	If the students do not speak any English, the participant suggests finding a translator for the time being but also recommends using pictures and hand motions the student understands.
2019	F	P-5, Special Education	Participant reflected that being able to attend the global experiences helped prepare her for working with ELLs.	She recommends for the teacher to communicate with a child with love and patience. Whether it be through body language or verbal discussion, it is important that they. Show students that they love them and the they are her to help them (even if it may be difficult.) Learning a student's background and their likes and dislikes is the first step to being able to reach that student.

Appendix H (continued)

Group C: 2018 Student Teachers who did not complete Global Experience with the School of Education
Answers to Questions 1-3

Graduation Year	Gender	Major Area of Study	1. Cultural Background Description	2. Cultural Intelligence Definition & the role of Cultural Intelligence in a P-12 Classroom	3. Experience Working with students from different cultures
2018	M	Biology	Growing up in a rural county in Kentucky this participant claimed they were not exposed to much diversity. He thought the lack of diversity adversely affected his personal values and beliefs and his community shaped his beliefs. However, he felt moving away to attend college helped to transform him into the person he is today. He now holds the belief that all are created equal but that isn't the culture/ background. While that need to fight for equality is not a reality for most cultures/backgrounds so while they recognize the need to fight for equality that must mean to check his own privilege and work with marginalized people.	The participant defied cultural intelligence as the ability of the educator to step out of their culture and understand the culture(s) of others that make up their classroom. To know what those cultures are and how to work with them. It also means to be sensitive to issues, ideas, etc. that may be hurtful.	The participant shared that student teaching he was able to work with students from international backgrounds as well as students from lower SES groups. Lower SES groups might not traditionally be thought of as culture but there is a sort of microculture that exists within low SES groups. He had to learn how to best teach these students. During a year of informal education this past year he worked with conservative Amish students, a high percentage of Latino students and family who came from farming backgrounds and various other backgrounds and culture.
2018	F	IECE	Participant described herself as a 29-year old female raised in a middle -class family on the East Coast with ministry as her family's primary focus. Her values and beliefs were great impacted by her family & home.	Cultural Intelligence is the ability to work, understand, and communicate effectively across cultures. It is key in a P-12 Classroom. She thinks most teachers are aware of meeting the needs and understands different cultures but it is harder to get students to understand.	Even though she was raised in a very specific culture with biblical guidelines, she was not unaware of the world and other cultures around her.

Group C: 2018 Student Teachers who did not complete Global or Cultural Immersion Experience with the School of Education

Answers to Questions 4-6

Graduation Year	Gender	Major Area of Study	4. What have been some of your feelings and/or emotions in your personal experience of working with students from different cultures?	5. Did you participate in any global experience with this university's School of Education? If yes: please describe	6. Have you had any global experience besides what was offered by this university's School of Education? If yes: please describe
2018	M	Biology	The participant shared that it is difficult yet rewarding on how to best teach these students. He believes everyone has the capacity to learn something they already knew. It is a common educational concept discussed often. It really hits home when you realize some people don't intrinsically care about nature so you need to find a way to connect with them. Same with students from different ethnicities. It is very rewarding to find a way to connect with them.	participant did not participate	Participant did have global experience in his Master's program. He went directly from his bachelors into his Master's program. He spent a month in the Bahamas. His focus was International Environmental Education. He was tasked with designing and implanting field trip programs on the most remote island of the Bahamian chain.
2018	F	IECE	Participant responded that most of the time she feels she does a good job feeling empathy when working with students from a different culture. She feels she needs to meet that student where they are and the moment they are in.	She did not participate in SOE global experience.	She has had other global experience. She traveled a lot growing up and spending time on mission trips to other states and countries. She has been to France, Mexico, Aruba, Venezuela. Represented in these trips were vacations, educational trips, and visiting family.

Appendix H (continued)

Group C: 2018 Student Teachers who did not complete Global or Cultural Immersion Experience with the School of Education

Answers to Questions 7-8

Graduation Year	Gender	Major Area of Study	7. What training has prepared you for working with ELLs?	8. How would you recommend for a teacher to communicate with a child who is an English Language Learner?
2018	M	Biology	Participant feels like his SOE did the best they could to prepare him. However, he feels there was only so much that could be learned from a book. He feels until KY requires ELL certification like California, he does not think it would be logistically possible to have exposed him to ELLs a whole lot during student teaching.	He recommends to figure out what works best for the kid. He shared to not assume one way is best and get frustrated when the kid does not respond. Also, to not treat a kid like they are not smart as he thinks this is a misconception of the general public. "They can't English, they must be dumb." Work with the kid through means of google translate, try to learn words in their native dialect, and let the kid teach you and your class words in their native dialect. It is important to make the ELL feel included as well.
2018	F	IECE	Student teaching prepared her for working with ELLs as well as fostering children from Mexico when she was growing up.	In a P-12 classroom she thinks asking questions, sharing, and showing examples of different cultures is important, but the key is to find a common denominator among a few students or the entire class so they can relate to one another and build relationships. She recommends to find a common ground with the student. Ask or find out from someone else who knows the child what they are into to build from that. She also recommends to work with interpreters offered through the school. To not leave a child or parent out of something because you think they don't understand. Chances are, a teacher has much more to learn from that student than that student does from the teacher.

Group C: 2019 Student Teachers who did not complete Global Experience with the School of Education

Answers to Questions 1-3

Graduation Year	Gender	Major Area of Study	1. Cultural Background Description	2. Cultural Intelligence Definition & the role of Cultural Intelligence in a P-12 Classroom	3. Experience Working with students from different cultures
2019	F	5-9 Middle Grades English	Student described her cultural background as purely American. She thinks her cultural influence made her fail to realize in part how blessed she is. She feels the American mindset is always about bigger and better things which she thinks she has fallen victim to.	She defines cultural intelligence as the knowledge of and respect for a variety of cultures. She believes P-12 classroom should be intertwine with cultural intelligence, however in rural districts that she has went to it is the role that cultural intelligence played in the classroom were virtually non-existent.	She has worked with ELLs in undergraduate experience but has hardly ever worked one-on-one, except when she was in the tutoring center on campus. She said her student teaching experience she had a new student start who only spoke Spanish. She said it had not happened in her district before and she didn't have him in her classroom, but she got to hear how other teachers helped him.
2019	F	Physical Education Major P-12	Participant describes their cultural background as a small- town girl who grew up in a stable home and had all their needs taken care of. It showed her that you work for your keep.	She defines cultural intelligence as the way to relate and work well with other cultures. In a P-12 classroom she believes she will show empathy and be accommodating to student needs and interests. Social Emotional learning is important to teach students that students are different and that's okay.	Participant has worked with different cultures when travelling to a middle school ESL class in a city in Kentucky. She also in her student teaching placement in another part of Kentucky she had ESL students in class.

Appendix H (continued)

Group C: 2019 Student Teachers who did not complete Global Experience with the School of Education

Answers to Questions 4-6

Graduation Year	Gender	Major Area of Study	4. What have been some of your feelings and/or emotions in your personal experience of working with students from different cultures?	5. Did you participate in any global experience with this university's School of Education? If yes: please describe	6. Have you had any global experience besides what was offered by this university's School of Education? If yes: please describe
2019	F	5-9 Middle Grades English	It definitely does not scare the participant but it is challenging. She enjoys trying to help, but needs more experience.	Participant did not travel abroad but in her diverse learning course, did partner with an adult ESL student to introduce to elementary school students their culture. It was a Cultural Day at their school. The participant enjoyed this experience.	At 10, the participant went on a mission trip to Jamaica. She does not remember much about it, but remember she loved learning about Jamaican culture and some of the languages there.
2019	F	Physical Education Major P-12	The participant shared that she loves it. She thinks it is awesome to be able to work with different students of varying backgrounds.	She did not participate in Global experience with her SOE	She had global experience in high school when she went to Germany for a week.

Group C: 2019 Student Teachers who did not complete Global Experience with the School of Education

Answers to Questions 7-8

Graduation Year	Gender	Major Area of Study	7. What training has prepared you for working with ELLs?	8. How would you recommend for a teacher to communicate with a child who is an English Language Learner?
2019	F	5-9 Middle Grades English	The participant felt her SOE helped to prepare her, especially her Diverse Learning Course. Also, being a writing tutor on her college campus, prepared her. She had many international students who came to her for tutoring.	The participant recommends the use of visual aids that Google translate can be your friend if students do not speak English. She recommends to pair up an ELL with a helpful willing student and to not rush when speaking.
2019	F	Physical Education Major P-12	She took TESOL (Teaching English to Speakers of Other Languages) when it was still a degree offered at the undergraduate level. Within several classes taken at her SOE her professors have addressed what appropriate modifications a teacher can make for them.	She recommends Google Translate and foreign language teachers at the school if applicable.