

Immigrant Teachers' Teacher Efficacy

Young Suk Hwang

California State University, San Bernardino

Konstantinos Vrongistinos

California State University, Northridge

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Abstract

The purpose of the study is to examine 27 immigrant teachers' understanding of teaching Limited English Proficiency (LEP) Students. The participants were asked to respond to the 18-item survey of Teacher Efficacy of English Language Learners. The implications of the findings for the cultural differences in teacher efficacy were discussed.

Immigrant Teachers' Teacher Efficacy

Teacher beliefs have emerged as one of the most important areas of study in educational psychology during the past decade, reflecting a growing understanding that such beliefs are relatively good predictors of teacher behavior (Ashton & Webb, 1986; Bennett, 1997; Lin, Gorrell, & Silvern, 2001; Pajares, 1992). This study is a part of the 5-year grant (2002-2007) funded by U.S. Department of Education. The grant project has been providing stipends and mentoring systems to those that have teaching experience in their native country and want to finish their teaching credential program at a university, located in Southern California. The purpose of the study is to examine 27 immigrant teachers' understanding of Limited English Proficiency (LEP) Students and effective teaching strategies of LEP students in order to better serve the program grantees.

Method

Participants

Twenty-seven pre-service teachers participated in this study. Eighteen of the participants were in the elementary teacher education program and nine were in the secondary education program.

Instruments

Questionnaire on Teacher Efficacy of English Language Learners (TE-ELL).

The TE-ELL Scale developed by Hwang, Y., & Vrongistionos, K. (2002) was adopted for the study because it included issues of newly adopted California Commission on

Teacher Credential's Standards for Educator Preparation and recent California SB 2042 requirements. The participants were asked to respond to the 18-item TE-ELL survey, using a 6-point Likert Scale ranging from 1 (strongly disagree) to 6 (strongly agree) (see Appendix A: Survey). The TE-ELL survey was mailed to 44 students and 27 were returned for a response rate of 61%.

Descriptive Data Results & Discussion

The means of 18 items are displayed in Figure 1. The total 18-item mean and standard deviation were 79.33 and 10.02 respectively. The means of twelve items are between 4 and 5; the means of four items are above or equal of 5; the means of two items are below 4. The results of the TE-ELL data indicate that 27 immigrant teachers have high efficacy on delivering comprehensive instruction to English Language Learners, implementing an instructional program that facilitates English Language Learners' receptive and productive language skills, developing activities that positively affect the academic achievement of LEP students, and utilizing assessment information to diagnose students' language abilities and to develop lessons that promote students' access to and achievement in the state adopted academic content standards. Unlike findings from some American studies (Brookhart & Freeman, 1992; Buchmann, 1987; Clark, 1988; Lortie, 1975; Nesper, 1987; Pajares, 1992), the immigrant pre-service teachers in this study perceived parents' roles as a positive factor for LEP students' academic success. The current study highlights a few of the possible differences in immigrant pre-service teachers' beliefs but it provides only a restricted view of those beliefs. We need follow-up studies that examine such beliefs in greater detail, which trace the changes in immigrant teachers' beliefs, and that explore the relationship between beliefs and teaching behavior.

References

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APPENDIX A: PARTICIPANTS' TEACHING LEP EFFICACY SCALE

1 strongly disagree 2 disagree 3 somehow disagree 4 somehow agree 5 agree 6 strongly agree

#	Questions						
1	I can deliver comprehensive instruction to English Language Learners.	1	2	3	4	5	6
2	I can implement an instructional program that facilitates English Language Learners' receptive and productive language skills.	1	2	3	4	5	6
3	I can develop activities that positively affect the academic achievement of English Language Learners.	1	2	3	4	5	6
4	I can effectively use multiple materials and methods for English Language Learners.	1	2	3	4	5	6
5	I can develop curriculum to meet the needs of English Language Learners.	1	2	3	4	5	6
6	The amount an English Language Learner can learn is primarily related to family background.	1	2	3	4	5	6
7	I can apply some of what I have learned from the credential program to the development of lesson plans for English Language Learners.	1	2	3	4	5	6
8	I can successfully guide even the most difficult English Language Learners.	1	2	3	4	5	6
9	When an English Language Learner learns something better than he or she normally learns, many times it is because I exerted extra effort.	1	2	3	4	5	6
10	I know how to apply pedagogical theories of English Language Development leading to comprehensive literacy in English for English Language Learners.	1	2	3	4	5	6
11	The hours in my class or program have little influence on English Language Learners compared to the influence of their home environment.	1	2	3	4	5	6
12	I can design class activities, integrating with the California content and ELD Standards for linguistically diverse learners.	1	2	3	4	5	6
13	I can utilize assessment information to diagnose students' language abilities and to develop lessons that promote students' access to and achievement in the state adopted academic content standards.	1	2	3	4	5	6
14	If an English Language Learner gets frustrated interacting in a learning situation, I know how to intervene to help him or her feel successful.	1	2	3	4	5	6
15	I can create culturally appropriate learning activities to English Language Learners.	1	2	3	4	5	6
16	When an English Language Learner performs at a higher level for his or her age, it is usually because parents have found better ways of working with that child.	1	2	3	4	5	6
17	When English Language Learners improve their academic skills, it is usually because of their parents' extra help.	1	2	3	4	5	6
18	If an English Language Learner is not successfully completing a learning experience, I would be able to provide appropriate alternatives to help that child succeed.	1	2	3	4	5	6

Figure 1. Means of Teaching LEP Efficacy 18 Items.

