TEACHERS' PERCEPTIONS, VIEWS, AND PRACTICES OF PROVIDING
FEEDBACK FOR ENGLISH LEARNERS IN KINDERGARTEN THROUGH
SECOND GRADE DURING READING INSTRUCTION

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ABSTRACT

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The purpose of this qualitative study is to explore the perceptions and practices of teachers providing effective feedback for early elementary-aged English Learners during reading instruction. The participants in this study were 9 elementary teachers who had English Learners in their class during reading instruction, from suburban school districts in the northeastern region of the United States. Guided by Vygotsky's sociocultural theory (1978), in which learning occurs by interactions between teachers and students, the teacher mediates learning through social interactions with the use of learners' Zone of Proximal Development (Lantolf & Thorne, 2006; Lantolf & Beckett, 2009). This study is led by three research questions regarding teachers' practices of providing feedback toward English Learners during reading instruction, an investigation of the perceptions of teachers when they provide feedback specifically toward English Learners, as well as factors that influence their feedback practices. Two methods of data collection were used in this study. Semi-structured in-depth interviews were used to investigate elementary teachers' perceptions and current practices of effective feedback toward English Learners. Additionally, a focus group interview was completed to investigate how the perceptions of teachers may influence their feedback practices as well as factors that influence their feedback in past, present, and future reading lessons. Both methods

of data collection were then transcribed, coded, analyzed, and underwent triangulation to ensure consistency of the data. This qualitative study provided an understanding to fill in the gap in the literature to examine elementary teachers' perceptions and practices of providing feedback to early elementary-aged English Learners in terms of what teachers view as effective for ELs in order to promote progress in reading skills. Furthermore, the findings from this qualitative study will assist administrators, curriculum developers, advocates for English Learners, as well as district leaders to find improved forms of professional development regarding the implementation of effective feedback for elementary-aged ELs. Lastly, administrators can provide effective professional development for teachers to better support ELs in reading as well as raise awareness for the need of updated professional development opportunities in the topic of providing feedback for ELs during reading instruction.

DEDICATION

I dedicate my dissertation in memory of my beloved mother, Mirian Amparo Gomez Varela, who was a constant inspiration. She is truly missed. The sacrifices she made to make sure her children received all the opportunities she did not have as a child is truly inspiring and I am forever grateful. Her love is eternal and has been with me every step of the way.

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CHAPTER 1: INTRODUCTION

Background of the Problem

Linguistic diversity continues to grow in our classrooms. Schools in the United States are seeing an increasing amount of English Learners (ELs) with varied levels of English language proficiency in the classrooms (Dresser, 2012; Lyster, Saito, & Sato, 2013; Jacobson, 2015; Li, Zhu, & Ellis, 2016; Palacios & Kibler, 2016). With the high demand of improving English Language Arts (ELA) achievement test scores throughout the country (Jacobson, 2015), it is important for educators to know how to best facilitate learning for this diverse population. According to the National Center for Education Statistics, the number of English Learners in public schools has increased significantly from 4.5 million students in fall 2010 to 5.0 million students in fall 2018 (nces.ed.gov). ELs are expected to become up to 40% of the population of students by 2030 (Palacios & Kibler, 2016). However, ELA achievement of ELs continues to be lower than monolingual students as evident in standardized state testing (Grimm, Solari, & Gerber, 2018). One method to assist with English learners' improvement in literacy is by providing effective teacher feedback based on the students' needs (Dresser, 2012; Kurzer, 2017). This method is also used by teachers during literacy instruction in order to improve achievement in reading (Heubusch & Lloyd, 1998).

Current research has focused on the written and oral feedback in language learning with upper elementary and middle school students as presented in the studies by Van Loon & Roebers (2017) and Sukhram & Monda-Amaya (2017). However, gaps in the literature demonstrate that there is a substantial need to explore and focus on the provision of effective teacher feedback in order to assist with improving literacy

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achievement particularly with English Learners (Kurzer, 2017). This study proposes to help fill in the gap in the literature by using a qualitative design to examine elementary teachers' current views, practices, and perceptions regarding what they perceive as effective feedback approaches for English Learners, based on their classroom experiences, in the early elementary grades in order to improve EL's reading achievement in English Language Arts.

Statement of the Problem

The newly revised English Language Arts (ELA) learning standards have made changes toward teaching English Learners (ELs) (NYSED, 2017). Minority groups of students, including students of Latino backgrounds, tend to score numerically lower than the mainstream culture in assessments (Tellez & Manthey, 2015). In New York State, it was reported that there were 272,292 Multilingual Learners (MLLs) during the 2017-2018 academic school year (NYSED EL Demographics 2019). Additionally, according to the New York State Department of Education (NYSED), in 2018, only 9.2% of the EL population have scored a 3 or above in the ELA state exam based on a 4-point standardized rating scale, with 4 being the highest achieving score, used in New York State (nysed.gov). Within the population of ELs in New York State, the most popular home language is Spanish according to demographics from the 2015 to 2018 school years (NYSED EL Demographics, 2019). These students of diverse backgrounds showed the lowest levels of academic achievement as well as the highest rate of dropping out of school (Tellez, & Manthey, 2015).

One the changes seen in the newly revised ELA standards are the tasks of selecting suitable text-level difficulty for students. Teachers will have to complete

further tasks to determine if certain texts are appropriate in terms of complexity for their readers based on 1) the reader, in terms of how much he or she knows about a topic of a text; 2) the text itself, in which through qualitative lens focus on the sentence structure, cultural aspects, points of view, and storylines are involved; and the quantitative lens focused on the Lexile or reading level of the text; and 3) the literary task requested by the instructor in terms of how familiar his or her students will be regarding the task assigned (NYSED, 2017). Teachers are tasked to decide which 2-3 grade level texts are most appropriate based on a great amount of information that has to be deciphered; therefore, as students learn through teacher mediation, it is important for teachers to not only select effective texts for reading instruction, but also use qualitative approaches to determine how readers can complete their reading tasks- such as in oral reading.

The growing population of English learners deserves effective instruction in ELA with effective feedback from the teachers to best meet the diverse needs of these students. Although there are studies that show the effectiveness of providing feedback for English Learners, which will be discussed in the literature review, it should be noted that there is no definite regulation for what and how teachers determine provisions of feedback as they are working with the demands of educational policy in high-stakes testing and curriculum pacing as they are tasked by school district administrators (Razfar, 2010). Teachers providing feedback is considered a form of scaffolding in which a strategy is used to assist the learner (Cheatham, et al., 2015). With this in mind, several concerns are evident in research regarding the topic of providing reading instruction for ELs. How often should students receive teacher feedback when reading aloud? Should teachers wait until the end of a student's reading to provide feedback or should it take place when the

error occurs? Should implicit or explicit feedback be prioritized during reading instruction? Additional research is needed regarding the use of feedback to address learners' miscues (Cheatham et al., 2015) as perceived by the teacher or instructional objective tasked by a reading program. The goal of this study is to provide an understanding regarding teacher's perceptions, practices, and factors of providing effective feedback for elementary-aged English Learners during reading instruction, specifically in kindergarten to second grade.

Early studies have shown that providing feedback in literacy instruction assisted students with reading problems in improving accuracy when reading words in texts (Heubusch & Lloyd, 1998). The term, corrective feedback, is defined as a teacher's response to when an utterance made by the learner contains an error (Ellis, Loewen, & Erlam, 2006; Lyster, et al., 2013). Although the term, corrective feedback is used in some of the literature, my goal is to understand the process of feedback. Feedback from a teacher will allow the student to understand how he or she is performing the aim or objective required in reading (Heubusch & Lloyd, 1998; Dresser 2012). Studies have shown that providing feedback in literacy instruction assists students with reading problems in improving accuracy when reading words in texts (Heubusch & Lloyd, 1998). Similar to students in mainstream classrooms, ELs engage in a variety of oral reading activities (Dresser, 2012). With this, it has been stated that the implementation of providing feedback will assist ELs' learning in what others may term as mistakes, with the opportunity to restructure their utterance(s) that is/are linguistically acceptable (Gurzynski-Weiss, 2016). Another term for "error" or "mistake" is what Goodman, Martens, & Flurkey (2016) refer to as "miscue." A miscue is not seen as an error or a

mistake, but rather as a response from a reader that was not anticipated from the text at hand. Considering this information, working specifically with ELs, it is imperative for teachers to provide opportunities for ELs to practice and exchange ideas verbally in order to assist with the English language learning (Lyster, et al., 2013). There is a comparable amount of research discussing the effectiveness of certain types of teacher feedback for older English learners in second language learning, but more research is needed with the focus on early elementary-aged English Learners, such as grades kindergarten through second grade specifically in reading instruction.

Teachers who have additional certifications to teach English Learners- such as ENL teachers and bilingual teachers may have a developed philosophy on how to provide feedback for their population of students, in terms of implicit and explicit feedback, which may not be consistent with other educational experts in the field. This research study is focused on elementary teacher's views, perceptions, and practices of feedback specifically toward Kindergarten through second grade English Learners in reading instruction. This information was used in addition with teacher interviews to explore which types of feedback have been most used and perceived to be effective by elementary school teachers of ELs. The types of feedback that were further explored in this study are the common implicit feedback, which includes recasts, repetition, and clarification requests; as well as explicit feedback- which consist of direct feedback and elicitation, (Lyster, Saito, & Sato, 2013) alongside with a comparison of utilizing multiple types of feedback, and providing no feedback. Feedback strategies are commonly placed in a range of explicit to implicit (Ellis, et al., 2006; Lyster, et al., 2013; Cheatham, et al., 2015; Sarandi, 2016; Hanh & Tho, 2018). To clarify, implicit feedback

is when the teacher's correction is covert-such as clarification requests and recasts; is more subtle in the sense that the learner is not advised immediately when a perceived error is made (Ellis, et al., 2006; Lyster, et al., 2013; Cheatham, et al., 2015). Conversely, explicit feedback refers to immediately indicating to the speaker that what is termed as an error has been made (Adam, Nuevo, & Egi, 2011; Cheatham, et al., 2015).

Purpose of the Study

This present study will implement narrative inquiry qualitative design in order to investigate the research question with the use of semi structured in-depth interviews and a focus group interview with teachers who have had ELs as students in their class during reading instruction in public elementary schools across suburban areas of the northeastern part of the United States in the 2020-2021 academic school year. The narrative inquiry method consists of gathering data through interviews in order to explain a phenomenon of individuals and/or groups of people as well as the role of the researcher in the collection of data (Ollerenshaw & Creswell, 2002). In addition, the current study aims to investigate which feedback approaches are viewed to be effective in improving reading instruction-such as oral reading, with English Learners through the lens of their teachers. The implications of this study will provide understanding regarding this topic specifically pertaining to young elementary-aged English Learners, which is under-represented in the field of literacy education research, along with the focus on reading instruction.

The purpose of this study was to explore the perceptions and practices of teachers when providing feedback toward English Learners during reading instruction. In addition, this study explored which of the methods of teacher feedback, which for the purpose of this study were the types in both implicit and explicit ranges, or no feedback;

are perceived by teachers to be effective in improving oral reading ability in English

Learners in Kindergarten through second grade. Furthermore, this study will investigate

the "why" as to how teachers provide feedback specifically toward ELs and their views

of their practices. Focusing on early elementary-aged students, this study will help

bridge the gap that ELs have in literacy achievement and will allow educators to

understand why teachers implement certain feedback interventions as early as

Kindergarten through second grade as practiced by teachers of ELs in the field.

It should be noted that this study will took place during the Covid19 pandemic in

which a plethora of restrictions and protocols advised from the Center of Disease Control

are in effect, changing many of the procedures in school including social distancing,

wearing masks, (cdc.gov) and the use of virtual instruction as needed.

Theoretical Framework

The topic of teachers' perceptions of providing feedback, the manner in which

data was collected, and the process in which this data was analyzed is through the lens of

Vygotsky's (1978) socio-cultural theory. This theoretical framework confers that learning

takes place through social interactions and verbal exchanges with others in their

environment (Storch, 2018). In order to successfully retain new knowledge, the

individual cannot process the new knowledge alone but rather with others involved in

interactions based on cultural and/or historical context (Peercy, Martin-Beltran,

Silverman, & Nunn, 2015). The rationale for using this framework is to emphasize the

focus on teacher-to-student interactions in terms of how teachers provide feedback

toward students' inaccuracies while they read as reported by the classroom teachers.

More specifically, for this proposed study, sociocultural theory will explain the that

teacher feedback methods and decisions of certain manners of feedback utilized toward first and second grade English Learners, based on their views to be most effective as mediated by the teacher, which refers to the teacher being the mediator in providing and regulating a social activity or task in which the learners obtain new information (Lantolf & Beckett, 2009).

The elementary teachers are responsible for providing a variety of informal assessments to measure students' performance in literacy, thus, making their insight especially vital as their anecdotal notes on students' literacy achievement, their background knowledge of their students, and creator of literary objectives will provide insight as to whether or not the feedback provided was effective in terms of allowing newly learned information to be processed. This form of teacher mediation is scaffolded based on the learner's Zone of Proximal Development (Cheatham, et al., 2015). Additionally, within the lens of sociocultural theory, the progress that English Learners make through social exchanges with teachers, in either an EL's home or second language, in response to EL's miscues (Valentin-Rivera, 2016). In addition, students interact with teachers significantly throughout the school day as teachers respond to students' questions, feedback as needed, and back and forth conversation as needed in each lesson. These back and forth interactions assist with student learning through the lens of socio-cultural theory. Furthermore, additional related studies including Kurzer (2017), Lyster et al. (2013), Storch (2018) and Valentin-Rivera (2016) have also discussed Vygotsky's sociocultural theory to explain the findings of their related studies.

For the purpose of this study, utilizing this theory as the foundation of the proposed dissertation study allows for understanding of the teachers' points of views in

their exchange between the type of feedback given by the teacher and whether or not the student was able to learn from the interaction, is dependent upon which type of effective feedback was used in that interchange between teacher and learner. Furthermore, this study is placing more emphasis on the perceptions of teachers, as they are the mediators for knowledge by providing social tasks for learning to take place and be available to support learners with difficult tasks (Lantolf & Beckett, 2009). Additionally, with the focus of first and second grade ELs, collection of data was dependent on teachers' self-reported on their use of providing feedback with their ELs. Furthermore, utilizing the lens of sociocultural theory, the academic achievement that English Learners make through social exchanges with teachers, in either an EL's first (home) or second language, will take place in response to EL's errors, thus, giving ELs an opportunity to apply what they've learned and correct their errors (Valentin-Rivera, 2016). Overall, sociocultural theory is the basis of this study as research emphasized the importance of communication between teacher and learner in order for learning to take place.

Significance of the Study

There is limited research focusing on the types of feedback provided by teachers as well as the feedback consistency for young elementary-aged English Learners as it is further discussed in the literature review. More research is needed regarding the practice of feedback used in order to assist learners with their needs (Cheatham, et al., 2015). This emerging study will provide understanding in order to fill in the gap in the literature to examine elementary teacher's perceptions and practices of providing feedback for kindergarten through second grade English Learners in terms of what teachers view is helpful when ELs engage in reading activities such as oral reading. Furthermore, the

findings from this qualitative study will assist administrators, curriculum developers, advocates for English Learners, as well as grade level leaders to find improved forms of professional development regarding the implementation of effective feedback for elementary-aged ELs based to best support their reading abilities. In addition, this study gives the opportunity for teachers to share their experiences with other leaders in the profession in order to have their voices heard regarding the potential issues that may ensue when providing reading instruction. Additionally, as a potential result of the outcome of the study, advocacy can ensue in order to request effective professional development for teachers to better support English Learners in reading as well as raise awareness for the need of new and updated professional development opportunities in this topic.

Research has shown that part of the underrepresentation and low achievement of ELs may be a result of educators' unsuccessful practice in teaching this population of students (Torff & Murphy, 2020). The views, perceptions, and practices of teachers are important to investigate in order to understand where the discrepancy from perception to action may take place. In addition, it has been stated that assessments and tests are viewed as benefitting monolingual students and do not help teachers differentiate their teaching to meet the needs of English Learners (Ascenzi-Moreno, 2016). It is important to understand the reasons behind teachers' choices on which specific feedback methods they use with their students as Sarandi (2016) explained that nonlinguistic factors could also affect the types of feedback used by teachers. This proposed dissertation study will fill in the gap regarding current classroom teachers as well as teachers of ELs in their perceptions of effective feedback for ELs, raise awareness for promoting additional

support for ELs- as they are a marginalized group in the public school system; along providing evidence for administrators to support teachers with appropriate professional developments. In addition, this study will provide insight regarding the effectiveness of types of feedback with ELs from early elementary grades as opposed to just secondary grades. Additionally, it has been stated that "the academic foundation that is set for our youngest learners is essential, and the social emotional needs and environment for learning are key ingredients for student success" (NYSED Next Gen Standards, p. 7, 2017). Lastly, another potential contribution to current research is the insight of the effectiveness of teacher training on strategies for providing appropriate feedback to English Learners.

Research Questions

This qualitative study will implement a narrative inquiry design in order to investigate the research questions with the use of semi structured in-depth interview questions with teachers of ELs regarding their perceptions on their effective practices of providing effective feedback. The reason for the effort being in reading instruction-such as guided reading instruction; is that teachers have to plan targeted reading strategies for small groups of readers (Bourgoin & Bouthillier, 2021). The attention is also on early elementary-aged ELs because research explained that they face struggles in literacy as early as kindergarten (Cassady, Smith, & Thomas, 2018). In addition, the current study aims to investigate which feedback approaches are perceived by teachers to be effective in improving reading ability with English Learners at various levels of English language proficiency through the use of semi structured in-depth interviews and a semi-structured focus group interview. This study is guided by the following three research questions:

1) What are current elementary teachers' practices of effective feedback toward English Learners in Kindergarten through Second Grade during reading instruction?

2) What are elementary teachers' perceptions regarding providing feedback toward English Learners during reading instruction?

3) What factors affect teachers' perceptions and practices of providing feedback toward elementary-aged English Learners?

These research questions will explore and explain the phenomenon of teachers' perceptions and practices of how to provide effective feedback toward ELs from varied levels of language proficiency in early elementary-aged grades. Findings from these qualitative research questions are expected to give information of how teachers' views, perceptions, and practices of providing feedback support, the frequency of the different types of feedback, and how they are implemented in their classrooms.

Definition of Terms

Clarification Requests. This type of feedback follows when a response is not understood resulting in the teacher/instructor asking the students to repeat, or clarify their utterance(s) (Jacobson, 2015). This type of feedback is considered implicit (Lyster, et al., 2013).

English Learner. This term is abbreviated as "EL," which is a speaker whose home language is not English. This term is synonymous with the term, English Language Learner or "ELL" (Gámez, 2015).

Elicitation. This is considered an explicit type of feedback in which a student is prompted to reformulate while being asked a question (Lee, 2013).

Explicit Correction, This is considered a type of feedback in which immediate indication of error with the correct reformulation (Lyster, et al., 2013; Lee, 2013)

Explicit Feedback. This type of feedback occurs when the teacher indicates that the learner has made a mistake and is followed by stating the correction of the learner's mistake. Explicit feedback strategies include explicit correction, metalinguistic cues, and elicitation (Lyster, et al., 2013; Cheatham, et al., 2015).

Implicit Feedback. This form of correction is provided covertly by the teacher. Subtle, passive, non-obtrusive delivery and/or indirect correction of student's error; however, there is no indication to the learner that an error was made. Implicit feedback strategies include recasts, repetition, and clarification requests (Ellis, Loewen, & Erlam, 2006; Lyster, et al., 2013; Cheatham, et al., 2015)

Feedback. Refers to face-to-face interaction or written repair, focuses on semantics, situational appropriateness of statements, grammar, and philosophical viewpoints (Adam, Nuevo, & Egi, 2011; Cheatham, et al., 2015).

Metalinguistic Clues. Refer to a statement aimed at prompting the learner to initiate a self-correction from his or her error by providing the learner with question or information that will inform his or her thinking into providing the correct response (Lyster, et al., 2013; Jacobson, 2015).

Miscues. A miscue refers to when a reader reads or responds to text unexpectedly- such as omissions, word substitutions, or insertions (Goodman, Martens, & Flurkey, 2016).

Multilingual Learner. This term is abbreviated as "MLL," which refers to a student who speaks more than one language and/or is learning an additional language that is not their home language. For this study, this term is synonymous with the term, "EL."

Prompts. This term refers to the provision of indicators other than reformulations to assist learners to make a self-correction (Lyster, et al., 2013).

Recasts. This takes place when the teacher repeats part of or the entire learner's error with the correct form without indicating that an error was made (Lee, E. J., 2013; Hanh & Tho, 2018)

Second Language Acquisition. This term is abbreviated as SLA, also referred to as second language learning, which refers to the learning of a second language, a language that is not spoken in the learner's home.

Self-correction. This task refers to when a reader reads a word or response that is not in the text, such as an inaccuracy, and immediately corrects what was read by reading the word accurately from the text (Johnson, Mikita, Rodgers, & Agostino, 2020).

Transitional Bilingual Education classroom. This term is abbreviated as "TBE" and refers to a classroom in which the native language of the students is the dominant language used along with a mandated time of 30 to 45 minutes in English language learning on a daily basis (Gámez, 2015).

Virtual Instruction/Virtual/Remote Learning. Refers to when student learning is not taking place in school but instead is taking place with the use of technology on a digital platform designated by the school district.

Hybrid Learning. This term refers to the use of both in-person and virtual learning at a scheduled time as designated by the school district.

In-person Instruction. Refers to when learning is taking place at school in which both the students and teachers are present in the classrooms.

NYSESLAT. New York State English as a Second Language Achievement Test.

NYSITEL. New York State Identification Test for English Language Learners.

Stance of the Researcher

As a former English Learner, current teacher and researcher, I view as the term in research-corrective feedback; as a term that I would not use for my own students. Educators, administrators, and other leaders of education may have a language ideology in which there is an agreed stance or mutual agreement on how things should be said. The term, language ideologies, refers to beliefs and ideas about how language should be performed in society as a social convention (Razfar & Rumenapp, 2012). With this in mind, I do not view students as making errors when speaking or during oral reading; rather students demonstrate their reading abilities by reading what is stated in a text. I feel that support-such as feedback, should be provided to best assist the learner with reading a text in order to promote an understanding of what has been read. Students who read words that are not printed in texts or only know words in their home language; I do not view that as incorrect, as they are using their repertoire of language to best express themselves. The students are only drawing on their repertoires to make meaning. Throughout this study, the term corrective feedback will be referred to as it is stated in the research. The term, "error" or "mistake" will only be used if referring to a quote or what was stated specifically from research and/or if the participant indicated an "error" or "mistake" was made by the student in the view of the participant, not the researcher.

As part of my stance as the researcher, it should be noted that I don't believe the term "corrective feedback" means that there is only one way to speak or only a correct way to communicate. The term corrective feedback, used in research, refers to a belief system around language and cultural values that may not be reflective of all cultures in the country (Razfar, 2010). Thus, the term, corrective feedback, is subjective as there is no definitive way for language to be correct; however, for the purposes of this present study, teachers who state they provide corrective feedback on what they are perceive or are told to count as an inaccuracy may be based on the reading programs used, policies of their administrations of their school districts and is not representative of the language, identity, and culture of the English Learners in their classrooms. As the researcher, it is my goal to understand the process of feedback.

CHAPTER 2: LITERATURE REVIEW

Review of Related Research

Schools in the United States are seeing an increasing amount of English Learners with varied levels of English language proficiency (Dresser, 2012). The matter of teachers' views, practices, and perceptions on how to provide feedback toward ELs from ranging entering, transitioning, to commanding levels of language proficiency in first and second grade has received moderate attention in the field. Moreover, the topic specifically pertaining to young elementary-aged Spanish-speaking ELs is under-represented in the field of literacy. Although there is a comparable amount of research discussing the effectiveness of certain types of teacher feedback for older English Learners, more research needs to take place with what, how, and why teachers perform certain types of feedback toward younger early-elementary aged English Learners during reading instruction-such as but not limited to oral reading. This literature review will examine previous research of feedback, different practices of feedback used, outcomes of common feedback approaches used toward older English learners, as well as teachers' perceptions and views on providing feedback toward ELs. This chapter is organized into the following sections: practices of feedback, practices of feedback for English Learners, feedback practices for older learners in oral language and writing, practices toward young ELs, teacher viewpoints regarding practices and feedback toward ELs, teachers' perceptions of ELs, and providing feedback during reading instruction. The following section will discuss further findings of research on practices of providing feedback.

Practices of Feedback

The manner in which literacy is taught in school has changed over the years, especially in the roles of teachers and learners; however, advocacy in educational research needs to continue as it is the most important tool for creating changes and ultimately improving literacy in education (Pearson, 2000). More specifically, studies on providing feedback in literacy go back as early as far as 40 years of research in which initial studies focused on descriptions of different types of feedback while more recent studies focused on which feedback approach is most effective (Li, S., Zhu, Y., & Ellis, R., 2016). In the late 20th century, the term-error correction; received moderate attention in foreign language learning. Previous findings have shown that teachers should not overcorrect students and to provide time for students to improve their practice in foreign language teaching (Cohen, 1975; Hendrickson, 1978). Throughout the review of the literature, it should be noted the terms "error" and "mistake" may be used in the research studies discussed, however, they should be synonymous with the term "miscue" as defined in chapter one. In addition, it should be noted that there is research that expressed that "miscues are not mistakes, although miscues are often referred to as errors" (Goodman, et al., p. 214, 2016) in the views of researchers as well. Miscues offer indications of how students are using their background knowledge to comprehend texts (Goodman, et al., 2016).

In the broadest of terms, feedback refers to a speaker's response to a student's incorrect utterance to the subject matter at hand. There are different ways to provide feedback, which ranges from implicit to explicit manners of feedback (Adam, Nuevo, & Egi, 2011; Lyster, et al., 2013; Hanh & Tho, 2018). The manner in which the feedback is

presented would determine the implicitness or explicitness. One method of providing feedback that has been investigated is the use of recasts, which is used more frequently by teachers (Erlam & Loewen, 2010). More specifically, recasts take place as when a speaker reforms a statement of a learner's incorrect utterance in a manner that includes the correct or accepted way (Sheen, 2010). The learner may not immediately realize that he or she made what has been termed as an error or miscue, as it is not abruptly stated, thus making this type of feedback to be considered as an implicit manner. Other types of feedback that are common among educators are the use of reformulations, prompts, and metalinguistic clues. Reformulations is another category of feedback, which includes recasts and explicit feedback, since both methods provide the learner with the correct, or accurate manner in which an utterance needs to be said. On the other hand, prompts can be type of feedback-inclusive of clarification requests, repetition, metalinguistic clues, as well as elicitation; all of which influence the learner to make self-corrections of errors they made (Lyster, et al., 2013) or the provision of questions that merit a response without a model for the learner (Adam, et al., 2011).

Furthermore, metalinguistic clues refer to a statement aimed at prompting the learner to initiate a self-correction from his or her error or even providing the learner with information or questions that will influence his or her thinking into providing the correct response (Lyster, et al., 2013; Jacobson, 2015). It should be noted that the term, self-correction, refers to the immediate reformulation by the reader when a word is read but it is not what is stated in a text. The reader would then realize that the word or phrase was not exactly as written in the text so it is then reread with the accurate word (Johnson, et al., 2020). Additional types of feedback include repetition, which is an implicit form that

involves repeating a learner's utterance with a cadence of an error, and an elicitation, which involves an uninterrupted prompt for the learner to self-correct as a response to a wh-question provided by the teacher (Lyster, et al., 2013; Jacobson, 2015). To clarify, research has stated that recasts- which are often considered to be implicit; that are direct and imply that an error was made would be considered explicit, while providing a model for how to properly say a term or read a phrase, while giving the learner an opportunity to complete the term or phrase would be implicit if the learner has not been made aware that an inaccuracy was made. Other types of feedback include prompts, which are questioning phrases that merit a response without a model for the learner (Adam, et al., 2011). These types of feedback are inclusive when discussing implicit and explicit feedback.

Based on the most common types of feedback utilized in classroom settings, this research will continue the distinction of implicit forms of feedback inclusive of recasts and clarification requests- in which teachers use when a response is not understood resulting in asking the students to repeat, or clarify their utterance(s) (Jacobson, 2015); while explicit feedback types are inclusive of explicit corrections and metalinguistic clues (Lyster, et al., 2013). The need for providing feedback to learners is an effective method of support. More specifically, Gurzynski-Weiss (2016) expressed that the rationale for the implementation of what they termed as oral corrective feedback is necessary since "corrective feedback promotes language development in several ways, a claim that is upheld in cognitive-interactionist and social approaches" (p. 256). Although the perception of what needs to be corrected, or what is considered to be "correct" may have differing views, it is important to understand the teachers' reasons for what he or she

feels merits feedback in order to assist ELs in literacy instruction. It is important to also note that providing feedback is only one of the many ways to scaffold and support ELs along with other factors such as the environment and learning tasks (Cheatham, et al., 2015). In addition, skills in oral language are vital for reading ability as well, as oral language provision in early childhood will ultimately influence the improvement of reading capability (Lawrence & Snow, 2011).

There is also research on the effectiveness of feedback, which is known to be an effective scaffolding technique that promotes second language (L2) growth for learners (Lyster, et al., 2013). This is evident in Lyster, Saito, and Sato's (2013) study of a meta-analysis in which they analyzed studies of providing what they term to be oral corrective feedback in second language classrooms. Their findings conclude the importance of providing feedback, the preferences of specific feedback based on research, as well as the effects of different types of feedback in classroom settings in order to improve new language learning. However, this study focused on older learners learning a second foreign language, contributing to the argument that more research is needed to investigate the effectiveness of how teachers provide feedback for elementary-aged ELs. Furthermore, the goal of the present study is to understand the process of feedback from teachers, not on the notion of correctness.

Another important finding that has been concluded in this meta-analysis is that teachers' two main apprehensions concerning the implementation of providing feedback include interrupting the form of communication between teachers to students and causing language anxiety of the learner due to being addressed as " teachers expressed a preference for correcting only errors that impede communication, so as not to interrupt

the flow of communication and not to diminish their students' confidence" (Lyster, et al., p. 8, 2013). Furthermore, this information was gathered from a study in 2013; therefore, an updated study is needed to see the current views of teachers, especially those of English Learners in the elementary grades. Similar to the research studies by Heubusch & Lloyd (1998), Jacobson (2015), and Lyster et al. (2013), Cheatham et al. (2015) emphasized six teacher feedback strategies to assist oral first and second language learning, but with a focus on early elementary classrooms consisting of ELs and not specifically in reading instruction.

This study will focus on the application of the several feedback strategies- recasts, clarification requests, metalinguistic clues, repetition, general implicit feedback, and general explicit feedback-such as explicit corrections and/or elicitations, a combination of both implicit and explicit feedback, compared to receiving no feedback from the teacher; with early elementary-aged English Learners in first and second grade. To clarify, explicit feedback occurs when the teacher indicates that the learner has made a mistake and is followed by stating the correction of the learner's mistake. Explicit feedback strategies include explicit correction, metalinguistic cues, and elicitation (Lyster, et al., 2013; Cheatham, et al., 2015). Implicit feedback refers to a passive, non-obtrusive delivery and/or indirect correction of students' error; however, there is no indication to the learner that an error was made. Implicit feedback strategies include recasts, repetition, and clarification requests (Lyster, et al., 2013; Ellis, et al., 2006).

There has been a moderate amount of research that focused on which type of feedback-implicit or explicit- is most effective for learners. Erlam and Loewen (2010) explored the effectiveness of implicit and explicit feedback, specifically toward grammar

instruction, of university-aged students learning French. Results demonstrated that there are significant effects using oral interactions but no significant differences in terms of effectiveness for the type of feedback. On the other hand, Li, Zhu and Ellis (2016) explained that what they termed as explicit corrective feedback appeared to be more effective than what they termed as implicit corrective feedback. However, Lyster, Saito, and Sato (2013) expressed that using various types of what they termed as corrective feedback may be more effective than just using one type as it may not be possible to conclude which is the most effective feedback strategy.

There have been different models of categorizing different types of feedback in terms of its explicitness and implicitness along with other types of categorizations including prompts and reformulations (Hanh & Tho, 2018). Hanh and Tho (2018) explained that the dichotomy of explicitness and implicitness of what they termed as corrective feedback, is not entirely uniform with all research; however, the more recent classification of the types of feedback used often and mentioned by several researchers in this literature review, is the continuum by Lyster, Saito, and Saito (2013). An earlier dichotomy was developed in terms of the explicitness and implicitness of feedback by Sheen and Ellis, but Lyster et al. 2013 expanded their categorized model on a range with the furthest of implicitness feedback being clarification requests and recasts, while the most explicit types of feedback are metalinguistic clues and explicit corrections (Lee, 2013; Cheatham, et al, 2015; Li, Zhu, & Ellis, 2016; Hanh & Tho, 2018). For these reasons and further discussion of research in this literature review, Lyster et al. 2013 classification of what they termed as oral corrective feedback is used as an organizational framework to categorize the types of feedback that participants indicated that they've

used in their teaching in this study. Furthermore, it is the most recently updated model

regarding the separation between implicit and explicit (Hanh & Tho, 2018). The

following section will discuss research on practices of feedback for ELs.

Practices of Feedback for English Learners

Recent research on teacher feedback specifically towards English Learners

demonstrated that there is more than one way to implement teacher feedback (Lyster,

Saito, & Sato, 2013; Li, Zhu, & Ellis, 2016). More specifically, the term used, corrective

feedback, is when a response is given as a result of a student's error, as perceived by the

instructor and known to be beneficial to use as scaffolding to promote second language

learning (Lyster, et al., 2013). Lyster et al. (2013) meta-analysis concluded that there are

contributing variables that facilitate the effectiveness of providing feedback in second

language classrooms. This review of research concluded that there is not only one way to

use feedback and teachers should use a combination of types of feedback (Lyster, et al.,

2013). Although this research paper focused on second language learning only, it did not

provide reasons as to why teachers have selected their feedback approaches during their

instruction.

Another prevalent gap in the literature is seen in the under-representation of

Spanish-speaking ELs regarding the topic of feedback approaches provided by classroom

teachers. Li et al. (2016) conducted a quasi-experimental quantitative study on timing

effects of providing feedback for what they termed as learners of English as a foreign

language (EFL). For the purposes of this study, the acronym of EFL, which stands for

English as a foreign language, is synonymous with the term EL, which stands for English

Learner. This quantitative study consisted of three experimental groups under the

feedback conditions of immediate feedback, delayed feedback, a task-only group, along with a control group.   Additionally, this study sought to determine the effects of feedback specifically on the linguistic component of grammatical structure. Participants of this quasi-experimental study consisted of 120 eighth grade ELs located in a public school located in the southeastern part of China. The findings proved that although both delayed and immediate feedback resulted in higher posttest scores in English grammatical structure of past passive construction acquisition, there was a higher improvement in the group of students who received immediate feedback compared to the group that received delayed feedback (Li, et al., 2016). This contributed to the research that timing can be a contributing variable to the effectiveness of a method of feedback. Implications for how this will assist Spanish-speaking English Learners are needed.

There is also a discrepancy for which type of feedback would be most effective in terms of fine-grained feedback and restudy feedback as explained in the works of Van Loon and Roebers (2017). For that particular study, the researchers focused on utilizing two different types of feedback in fourth and sixth grade students in order to assist them with their written responses to reading passages (Van Loon, et al., 2017). The focus was on elementary school children, comparably, as it was established that feedback does cause improvement in adolescent and adult learners' self-evaluations (Van Loon, et al., 2017). As a result of this quasi-experimental study, the findings showed that both types of feedback (fine-grained and restudy feedback) demonstrated improvement for both fourth and sixth grade self-evaluations in their written responses from reading passages. The findings of Van Look et al. (2017) suggest that providing feedback for elementary school students helps them improve their self-regulation while they implement their

written responses; however, not all of the 6 types of feedback previously mentioned early in this current proposed study have been addressed and this study only focused on written responses in reading instruction.

In addition, there are qualitative studies regarding the usefulness and application of providing feedback by second language teachers. It has been stated that the limitations of these studies include a potential misguide of which type of feedback strategy has been used as language teachers may use different types of feedback interchangeably in the classroom (Sarandi, 2016). Sarandi's (2016) review of literature regarding what they termed corrective feedback for second language learning asserted the need to investigate how the use of various forms of providing feedback can facilitate second language learning. An implication for future research as a result of these studies is the viewpoints and confidence levels of teachers regarding providing feedback, of which will be discussed in the following sections to come. The following section will discuss research on feedback pertaining to oral language and writing for older students in the secondary grade levels.

Feedback for Older Learners in oral language and writing

Studies focused on providing feedback to students have shown that students who received feedback rather than not, have shown improvement in word recognition, oral-language, and comprehension (Van Loon et al., 2017; Sukhram & Monda-Amaya, 2017). However, there is limited research on how effective the various types of feedback work with young English Learners- such as first and second grade students. Moreover, in a quasi-experimental study by Sukhram and Monda-Amaya (2017) an investigation was conducted to examine the effects of using feedback compared to not using feedback, in

literacy instruction-specifically for reading fluency and comprehension. With sixty participants, which were 7th grade students, the results indicated that both forms of intervention of feedback displayed overall improvement in reading comprehension and fluency (Sukhram, et al., 2017). It is evident that there is a need to assist readers at an early age because it is noted that students who experience difficulty in reading and continue to have that difficulty are at risk of failing in school (Sukhram, et al., 2017).

The reason(s) for using types of feedback which are perceived to be needed in order to assist a learner in view of the instructor needs to be addressed as well. A study related to this topic is a quasi-experimental study by Kurzer (2017), which investigated the use of what they termed as written corrective feedback towards students learning a new language. Participants of this study included 214 students and were grouped by class level as well as treatment and control groups. The theoretical basis of this particular study was focused on utilizing the students' zone of proximal development in which the teacher would not overwhelm the students with content far beyond their background knowledge (Kurzer, 2017). Although Vygotsky's theory was applied toward adult language learners, this article raised the question of how children learners may benefit from receiving feedback within their individual needs. The findings of this study suggested that ESL writing classes with supplemental grammar instruction using what they called, Dynamic Written Corrective Feedback (DWCF), assisted with adult English Learners to become better at self-editing their writing. Although this study focused on written feedback, the method of providing feedback was beneficial for these ELs. Despite focusing on adult learners, future implications of this study included the need to investigate the phenomenon of providing feedback with children ELs (Kurzer, 2017).

In addition, of the 24 articles researched and analyzed by Heubusch and Lloyd (1998), it should be noted that this investigation included only the following factors: students with learning disabilities, beginning readers, students with developmental disabilities and students with emotional handicaps (Heubusch & Lloyd, 1998). There were no articles focusing specifically on English Learners, thus, bringing a need to investigate the effects of providing feedback toward the growing population of ELs. Conversely to the work of Gurzynski-Weiss (2016), Sheen (2010) investigated the effects of oral feedback, but with adult English Learners as the participants. The results of this quasi-experimental study demonstrated that implicit oral recasts did not facilitate the learning for adults ELs. This overview of the literature demonstrates limited studies have focused feedback with younger ELs. The following section will discuss research on feedback practices for ELs in the younger grades.

Practices of Feedback toward Young English Learners

As previously mentioned, English Learners have not performed as high as monolingual students in high-stakes assessments (Grimm, et al., 2018). Working with ELs, it is vital for classroom educators to provide opportunities for ELs to practice collaboration of ideas verbally in order to support English (as a second) language (Lyster, et al., 2013). Additionally, research stated there may be English Learners who have had less formal schooling and will need a great amount of support to complete academic tasks (Dresser, 2012). With this in mind, the concern of deciding which type of feedback to implement is still in debate (Li, et al., 2016) as expressed earlier in this literature review. Dresser (2012) stated that when working with ELs, "it is best to focus only on errors that change the meaning of the word and not on those that are accent related" in order to

reduce the amount of feedback that students receive" (p. 48). This is especially important for ELs learning English as they are trying to learn a second language while also learning the content of their texts at the same time. What has been limited in this research is how teachers implement feedback toward ELs as well as their reasons behind their practices. Rizzuto (2017) asserted that "less is understood about the perceptions of practicing teachers toward culturally and linguistically diverse students" (p. 182).

Another qualitative study examined the use of Spanish from students and teachers in a two-way immersion class. This study was researched by Ballinger and Lyster (2011) in an attempt to further investigate teacher to student interactions, specifically ELs, as well as their interactions with English-only speaking students. After gathering data from participant observations, teacher interviews, student questionnaires, as well as feedback from a student focus group, many interpretations were made by the researchers. One major conclusion found in this study is that English Learners benefitted from language accommodations with peers, despite their preference for speaking English over Spanish. In addition, this study produced another possible question regarding the interactions between teachers and English Learners. In addition to the findings, Ballinger et al., (2011) expressed that "Spanish L1 students tend to speak more Spanish with other Spanish L1 students and minimal to no Spanish with English L1 students may in fact mean that it is also important to sometimes create homogenous groups of minority L1 speakers in order to promote practice and enrichment of their L1" (p. 304). This is a potential implication that may become evident in the findings during the data collection phase of this present study.

The opportunity to participate and engage in peer to peer or peer to adult conversation is necessary for effective second language development. With the theme of the importance of having English Learners interact with peers and teachers, an article by Gámez (2015), a mixed methods study was conducted in order to examine the connection between Spanish-Speaking English Learners' expressive language skills in English with their classroom exposure to the English language. Through the methods of teacher surveys, collections of speech samples and observations, pre and post vocabulary assessments, as well as parent surveys, Gámez (2015) concluded that "English language use by teachers and students in the TBE classroom is a significant influence of EL's oral language growth" (p. 142). With this being said, teachers need to make sure to participate in interactions with English Learners in their classrooms, even if it's for providing feedback. Despite this finding, the article does not document and interpret teachers' dialogue with individual students (Gámez, 2015). This gap in the study is addressed in this present narrative inquiry as teachers of ELs were asked to describe moments in which they provided feedback as well as the results of those provisions.

One important theme is the obstacle that English Learners face, which is potential neglect in the mainstream classroom. According to DaSilva (2005), studies have proven that English Learners in classes that are English-dominant classrooms may be segregated from English-only speakers due to obstacles in fully participating in activities and interactions with peers as evident in the findings. This qualitative study involved ethnography in which the purpose was to explore the use of how English Learners participate in a mainstream classroom with a general teacher (DaSilva). The findings show that after a series of interviews, observations, field notes, and audio-taping of

students' interactions, English Learners had a difficult time with second language development because of the unequal participation access, limited clarification by the teachers, as well as unclear instruction. These findings reflect the need for a stronger focus of the needs of English Learners in terms of their opportunities to participate in their classroom community (DaSilva, 2005).

Research regarding the topic of providing feedback focused on older struggling readers as seen in a study by Sukhram and Monda-Amaya (2017) in which the effects of providing feedback have been analyzed with oral repeated reading with middle school-aged students. This quasi-experimental study tested the effects of implementing feedback with sixty 7th grade students, of which some were placed in the feedback group and others were placed in a group that did not receive feedback during oral reading instruction. Within each group, further groups have been based on the type of questioning as well as type of text-narrative or expository; used.   Using repeated testing measures of ANOVAs and ANCOVAs, results validated that both groups improved in reading with and without feedback in oral reading, as in there were no significant differences. Moreover, using statistical analysis, the group that received feedback benefited greatly from the treatment. Furthermore, implications of this study expressed that a similar study should be conducted with younger, elementary-aged students in order to see the effective of providing types of feedback during literacy instruction as it is evident that students who experience difficulty in reading and continue to have that difficulty are at risk of failing in school (Sukhram, et al., 2017), thus, making it important to commence early intervention as soon as possible.

Teachers Viewpoints Regarding Practices and Feedback toward ELs

Education researchers as well as educators agree that the developmental school years of preschool to third grade are integral in establishing children's academic achievement in the future. With this being said, this early elementary-aged period is essential for implementing interventions as well as language learning for students who are considered at-risk for learning difficulties in literacy. Qualitative research has shown that teachers' perspectives of their practices rely on the views in which they execute in their work. This includes unknown biases toward ELs despite having the best intentions to educate them (Rizzuto, 2017). For example, Rizzuto's (2017) mixed methods study utilized questionnaires, classroom observations, and interviews in order to examine the attitudes and practices of teachers of English Learners who teach early elementary grades. Participants included 10 childhood teachers of ELs, in the northeastern part of the United States, for interviews and observations. The results of this mixed methods study demonstrated that many educators believed in utilizing linguistically and culturally diverse students' background knowledge, but were either unable to put it into practice due to lack of guidance and/or unwillingness to accommodate their instruction for English Learners. Implications of this study include the need for educational equity in the classrooms as well as professional development in second language learning.

As previously stated, an important concern that teachers have is the social and interactive factors that take place as a result of providing feedback to English Learners. It is evident that teachers providing feedback influences ELs to consider how to modify their responses in order to improve comprehension and accuracy of their output (Kartchava, Gatbonton, Ammar, and Trofimovich, 2018). It is suffice to say that the

ability for new or foreign language learners to correct their output, learn from their errors, and apply their newly learned components in their additional language learning is greatly influenced by their teachers. However, according to Tellez and Manthey (2015), discernment included that "research indicates that teachers continue to doubt their individual skills and capacities for working with ELLs" (English Language Learners, which is synonymous with English Learners) despite their additional training (p. 112). With this in mind, teachers' perceptions, actions, and preparedness regarding how to provide feedback is necessary in order to ensure proper execution during instruction as well as additional implications of which are discussed toward the end of this proposed research study.

With the topic of teachers' viewpoints, perceptions, and preparedness regarding providing feedback, a qualitative study by Kartchava et al. (2018), administered questionnaires and observations to newly assigned teachers. The collection of questionnaires allowed for the researchers of that study to investigate teachers' beliefs regarding what they term as oral corrective feedback and compared those findings to their actual practices based on observations. Utilizing questionnaires about teaching beliefs and oral feedback recordings, along with teacher observations, allowed for the researchers to report several findings. Results of this qualitative study demonstrated that of the 10 participants observed, teachers' perceptions and beliefs regarding feedback were not always consistent with their actual practices. One of the reasons for this outcome included the lack of experience from the pre-service ESL teachers. The perceptions of teachers' are imperative to understand as "teachers will emphasize different aspects of the curriculum based on their perceptions about which students

deserve and who can master rigor instruction" (Rizzuto, p. 184, 2017). The Kartchava el al. 2018 study influenced this present study, which in part, will include in-depth interviews discussing teachers' perceptions regarding the provisions of methods of feedback toward ELs in order to make greater generalizations for readers of research.

One important factor that educators should keep in mind is how to effectively provide feedback for English Learners as this social and interactive factor may occur every day in school settings. This information raised the concern of what teachers believe are effective methods of feedback that should be practiced in the classroom. Kartchava et al., (2018) stated that "repeated instances of CF [corrective feedback] promote modified and "pushed" output that may help learners 'to reflect on their output and consider ways of modifying it to enhance comprehensibility, appropriateness, and accuracy" as well as engage them in morphosyntactic processing" (p. 5). With this in mind, teachers are great influencers in terms of how ELs can enhance their verbal abilities, learn from experience, and apply newly learned ways of how to utilize the new language being acquired to achieve the goals/objectives provided by the teacher.

Teacher confidence is also a factor to consider when investigating the viewpoints of teachers' practices toward ELs. Telex and Manthey (2015) investigated the topic of teacher assurance in EL instruction. This study consisted of 578 participants of teachers of ELs in California as they indicated their perceptions of school programs and strategies for English learners. Additionally, 20 of the teachers interviewed participated in interviews in order to generate qualitative data regarding their viewpoints of their EL program effectiveness and self-assurance. The results of this mixed methods study concluded that teachers highly believed in the efficacy, or effectiveness of their school-

wide reform programs for English Learner instruction; however, their individual confidence in their own strategy's effectiveness was perceived to be low. The researchers of this study suggest that linguistic and cultural differences with ELs may contribute to teachers' lack of confidence. Implications include the importance of collective efficacy contributing to strong school-wide programs for English Learners. This study did not take into account specific strategy use that teachers implemented during their literacy instruction with ELs, only that their EL instruction was based on the English Language Development program as provided by their school. This limitation is intended to be addressed in this present study in order to investigate teachers' perceptions of their feedback strategies toward ELs in their class during reading instruction.

Kamiya (2016) on the other hand, explored how teachers' views of what she termed as oral corrective feedback, would change based on reading scholarly articles pertaining to providing feedback. In this study, 4 participants were included and they read work from three opposing views of feedback in which they were asked about their own views prior and after the reading of these articles. Data collection consisted of multiple classroom observations and semi structured interviews. The results of this study demonstrate that the participants' initial beliefs about providing what they termed as corrective feedback had not changed as a result of reading opposing articles of the topic. Kamiya (2016) concluded that there is an overarching view that academic articles may not influence their teaching practices as articles may be viewed as criticism of teaching practices as opposed to helpful insight. Influencing this study, Kamiya (2016) findings on teachers' views of feedback are further explored through the use of semi-structured in-depth interviews.

Presently, the use of co-teachers is becoming prevalent in classrooms with ELs in order to have a teacher certified to address the linguistic needs of ELs, while the other teacher addresses the content needs. Jacobson (2015) addressed the challenge of having content area teachers and ELs teachers not trained in the current approaches to what they termed as error feedback (EF) in the mainstream classroom. The combination of those two challenges will further complicate the obstacles that ELs currently face. With this being said, it is important to investigate the knowledge, views, and confidence levels that teachers of ELs or teachers who have ELs in their class, have regarding providing feedback to ELs' errors. In this research article, Jacobson (2015) offers what they term as error feedback methods that teachers should implement in the classroom. More specifically, their term error feedback (EF) is identified by the following methods: repetition, clarification requests, metalinguistic feedback, as well as elicitation.

To add to the types of feedback that have been discussed previously, Jacobson (2015) added that clarification requests are used when teachers do not understand a response, asking the students to repeat, or clarify their utterance(s) and repetition refers to the teacher repeating the same error made by the learner in order to help the learner realize that an error was made. Overall, the findings of this meta-analysis recommended teachers to explore, utilize, and receive professional development regarding strategies for co-teaching with ELs and the use of recasts during instruction (Jacobson, 2015). These findings of preferring the use of recasts as feedback coincide with the findings from Erlam and Loewen (2010), which also recommend the use of recasts as it does not interrupt the mode of conservation between teacher and student.

On the other hand, Gurzynski-Weiss (2016) compiled a recent study focusing on how instructors provide feedback in the opportune moment during Spanish-language instruction for students at the university level. This study consisted of 32 instructors who provide Spanish language lessons to non-Spanish speaking students at the university level and investigated the instructors' perceptions of providing feedback inclusive of their perceptions toward feedback, the amount of time spent on feedback, in addition to how consistent feedback was provided by the instructor through the use of an electronic background questionnaire. Demographic information regarding the language instructors was also collected. Results indicated that instructors rely on their reflections toward their perception of student ability, context of the learning, and/or their own research background to determine their perceived appropriateness of when to implement oral feedback during their language instruction (Gurzynski-Weiss, 2016). Although this study focused on instructors' point of views and decision making for when to apply a certain type of feedback, this reflects the need to investigate teachers' viewpoints at an elementary level focused on English Learners.

Teachers' Perceptions of EL's

English Learners have been known to be underrepresented in Advanced Placement courses and take lower-level courses. Studies have demonstrated that part of the low academic progress of ELs may be a result of educators' unsuccessful practice in teaching this population of students (Torff & Murphy, 2020). The perceptions, beliefs, and practices of teachers are important to investigate in order to understand where the discrepancy from belief to action may take place. Torff and Murphy (2020) investigated the views of elementary teachers regarding the effectiveness of rigor in lessons for

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English Learners. The results of this study showed that teachers both certified to teach

ELs and general classroom teachers favored activities that were less challenging for ELs.

This contributed to the participants' beliefs that less rigorous classroom activities are

most effective for ELs, which is an unfortunate finding as research has shown that

students achieve more academic progress when they are challenged with rigor in the

curriculum (Torff & Murphy, 2020). One way to address this issue is through use of

students' background knowledge. As expressed by Reyes and Azaura (2011), "learning

is viewed as a process in which the child's existing knowledge interacts with mediating

tools available in the environment to promote the development of new understandings"

(p. 228).   Teachers can use their gathered information on students' background

knowledge to further provide opportunities and language goals which can help support

students with challenging tasks.

Reading achievement of ELs may also be limited by the focus on linguistics and

language learning as opposed to utilizing both with content learning. This is seen in a

qualitative observational study by Yoon (2008), which investigated general classroom

teachers' views on their approaches and roles toward working with ELs. More

specifically, the researchers investigated the interactions between teachers and ELs in

terms of opportunities for ELs to participate during instruction. This study utilized

interview transcripts, field notes, and classroom observations. Participants included

classroom teachers and teachers of ELs, termed as ESL (English as a Second Language)

teachers, from a middle school in a northeastern suburban area of the United States. The

results of this qualitative study demonstrated that classroom teachers believed that the

responsibility to meet the needs of ELs were the primary job of the ESL teacher as the

classroom teachers did not feel qualified to effectively teach ELs. Additionally, it was

noted that teachers of ELs were heavily focused on language rather than other subjects

and/or content areas (Yoon, 2008). Additional research is needed to investigate whether

these issues are also taking place in elementary schools.

Additional Research on Providing Feedback during Reading Instruction

Research has shown the significance of oral reading fluency that needs to be

addressed in order to ensure reading development as well as preventing difficulties in

reading for children (Eckert, Dunn, & Ardoin, 2006). In a study by Eckert et al. (2006),

the use of-what they termed as; performance feedback was investigated in order to

determine how feedback would affect students' oral reading fluency abilities. Types of

performance feedback included providing readers with the number of what they termed

as errors made, providing the number of words read accurately from the text, and

comparing those groups to readers not receiving any performance feedback. The

participants of this study included 6 elementary-aged students in a second grade

classroom. None of the participants were indicated to be an English Learner. The results

from this study showed that students who received feedback regarding the number of

words they read inaccurately from the text were able to perform better in oral reading

fluency (Eckert, et al., 2006). This study informed the importance of providing

information to students regarding their fluency in reading; thus, it is a factor to consider

in this present study, as teachers were asked to recall instances of when they provided

feedback to ELs during reading instruction- such as oral reading activities.

Focusing on reading instruction, Heubusch and Lloyd (1998) investigated the

issue of what they termed as correcting a student's error during oral reading and whether

or not it interferes with students' comprehension in their first language. Based on the investigation of 24 studies of implementing what they termed as corrective feedback in literacy, more specifically on word recognition and reading comprehension, findings concluded that in order to improve students' reading accuracy, it was recommended that teachers must assist in what they termed as errors-when words are not recognized or misread; immediately after what they perceive as the error was made, request that students echo the correction, as well as provide the manner of feedback based on the learner. In addition, the results demonstrated that corrective feedback is necessary when learners are decoding sounds and recognizing words, as it ultimately will lead to comprehension (Heubusch & Lloyd, 1998). This study recommended that additional research is needed in the area of providing what they termed as correction during oral reading as well as the effects of such feedback when students are reading new or unknown words. As previously mentioned, this study did not take into account feedback methods for English Learners, but it is the goal of this study to explore how feedback is provided to ELs during reading instruction with primarily oral reading as it is needed for reading with comprehension as expressed by Lawrence & Snow (2011) that "supporting oral language skills in early and later childhood contributes to later comprehension skills" (p. 320).

Provisions of feedback are used by teachers during literacy instruction in order to improve reading comprehension (Heubusch & Lloyd, 1998). The subject of reading comprehension involves "the ability of the reader to extract meaning through interaction and involvement with the text" (Dresser, p. 45, 2012). Dresser (2012) discussed the importance of oral reading activities with young English Learners (ELs) and issues that

could ensue for ELs. It was further discussed that reading instruction consists of a variety

of activities including oral reading, writing, and listening. One of the issues discussed is

the social-emotional status of ELs when they are tasked to do oral reading. The

provisions of their term used, explicit feedback, has been explained to be helpful in

assisting students on what they did well and what needs to be altered. Additionally,

Dresser (2012) explained that teachers should consider their ELs' strengths, backgrounds,

and interests when assigned oral reading tasks. It was also implied that teachers should

use timely feedback that is nonjudgmental and used to promote reading comprehension.

Additionally, if students do not have the proper preparation for reading tasks such as oral

reading, students can feel nervous, thus affecting their ability to read (Dresser, 2012).

These findings are influencing factors to be considered in this present study.

Another study that implemented the use of what they termed corrective feedback

in reading instruction is seen in a qualitative study by Bourgoin & Le Bouthillier (2021).

In this study, the use of small group, which is a way for students to use their learning and

several ways in literacy instruction, including reading, listening, oral, and writing skills

inclusive of guiding reading, in which instruction is geared toward supporting individual

needs of learners in reading (Bourgoin & Bouthillier, 2021). This study focused on task-

based language teaching literature (TBLT) with the focus on elementary-aged students.

Their findings revealed that with the implementation of TBLT, teachers engaged in

scaffolding, what they termed as corrective feedback techniques, and provided immediate

feedback in reading comprehension tasks and language learning tasks with first grade

students in a French immersion class. This study demonstrated the importance of small

group, scaffolding, as well as the use of feedback in their small group literacy learning

instruction. This study influenced the goal of the present study, which is to determine the practices of teachers of English Learners and how they provide feedback during reading instruction- such as but not limited to oral reading activities. Furthermore, the use of oral language is necessary in order for students to read with an understanding of what is being read as it has been stated in research that oral language abilities influence improved reading performance (Lawrence & Snow, 2011).

With oral reading, fluency is a foundational skill needed in order to help students become better readers (Arens, Gove, & Abate, 2018). Numerous studies demonstrated the connection between oral reading fluency and total reading ability (Eckert, et al., 2006). More specifically, being a fluent reader allowed for learners to focus on comprehension and meaning making from a text as seen in the study by Arens et al. (2018). This study by Arens et al. (2018) investigated the effects of reading fluency in oral reading with the use of iPods. As technology use is increasing more in classrooms with I-Pads, the goal in this study was to investigate the effects of oral reading with a less expensive item- such as an I-pod. Taking place over guided reading sessions, reading partners, and heterogeneous grouping in Daily 5 reading models, students were able to listen to their own oral reading recordings on I-Pods and checked on their own fluency. Additionally, students were able to provide each other feedback to their partners' oral reading performances. The results of this study demonstrated that students became more motivated in practicing their oral reading fluency, which will ultimately allow for more comprehension of reading taking place (Arens, et al., 2018). The limitation in this study is that participants were from second grade classrooms with a 3% of the participants

being of Hispanic background. It would be interesting to see how such a task in oral reading would result in a classroom with English Learners.

The research previously discussed helped provide insight and guidance as educators continue to impact the lives of English Learner students in the classroom, including our culturally and linguistically diverse learners. Data collection will include researcher-created semi-structured in-depth interview questions to further investigate teachers' practices and perceptions of feedback toward ELs. The research design and phases of data collection and integration of data will be further discussed in the following methods section.

CHAPTER 3: METHODOLOGY

Research Questions

This present study utilized narrative inquiry as a qualitative methodology in order to investigate the research questions that are discussed below. This qualitative study explored the phenomenon of teachers providing feedback toward English Learners in grades K to 2 during reading instruction-such as but not limited to oral reading. In order to determine elementary teachers' perceptions and practices of providing feedback toward ELs, a series of data collections including individual semi-structured in-depth interviews and a focus group interview were implemented in order to gain a deeper understanding of this topic. The findings were presented through a qualitative approach using narrative inquiry method as the researcher is focused on the study of individual participants making this approach to be the most appropriate for data collection, writing, and analysis (Creswell & Creswell, 2018). This present study is guided by the following three research questions:

> 1) What are current elementary teachers' practices of effective feedback toward English Learners in Kindergarten through Second Grade in reading instruction?
> 2) What are elementary teachers' perceptions regarding providing feedback toward English Learners during reading instruction?
> 3) What factors affect teachers' perceptions and practices of providing feedback toward elementary-aged English Learners during reading instruction?

Research Design

Narrative inquiry as a qualitative methodology was utilized as primary data collection in this research study. This type of qualitative research allows readers and

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other researchers to appreciate and understand the obstacles through the viewpoints of the participants (Clandinin & Caine, 2008). Elementary teachers with ELs in their class during reading instruction described and reflected on moments in which different types of feedback they have used (and currently use) for their ELs. The rationale for using this type of research design is that it allowed me to gain a deeper understanding of how current elementary teachers of ELs perceive and practice providing feedback toward ELs during reading instruction. In addition, this research design allowed me to transcribe interviews and take descriptive notes during but mostly after each interview in order to keep the analysis consistent. The task of transcribing is important and requires an interpretation of reality through the eyes of the researcher when analyzing the data (Tilley, 2003); therefore, as the researcher of this study, I was the only one transcribing and writing descriptive notes as it allows for stronger level of trust in the findings. This integrated primary data collection was utilized to explain the findings effectively along with reflexive memos by the researcher, for the rationale being that the reader will fully understand the findings of the interview data collection, and how that information was coded and interpreted through my lens as the researcher.

Known to be one of the five popular approaches in qualitative inquiry (Creswell & Creswell, 2018), the narrative approach was utilized throughout the research and analysis process of this study. Narrative inquiry is a method of qualitative research in which the researcher presents an individual's (or individuals') experience(s) or lived phenomenon(s) as data through the use of interviews, surveys, or observations through the form of restorying, or retelling (Ollenshaw & Creswell, 2002; Clandinin & Caine, 2008). Additionally, the use of narrative inquiry is used as a foundation for the

researcher to present the data collected in a manner of retelling valid stories supported with evidence. This will allow readers and other researchers to understand the experiences and viewpoints of the participant(s) through their lens as well as the lens of the researcher. This process of narrative inquiry allowed me to fully consider the entire content of the interviews, while including the various thoughts and experiences that my interviewees will share. Furthermore, through the use of in-depth interviews, I obtained historical information and had control of the questions being asked during the data collection process (Creswell & Creswell, 2018).

Data Collection

In order to answer the first research question, individual semi-structured in-depth interviews took place via Zoom, through a personal and password protected account. Teachers were asked about how they felt about providing feedback with ELs, recall a time in which they recently provided feedback toward an EL, which types of feedback they feel most comfortable using towards ELs and why. Interviews questions were created by me and was supplemented with semi-structured follow-up questions in order to allow for flexibility to ask open-ended questions depending on the content that is shared by the interviewee (see Table #1). This process also allowed me to gather the participants' stories in detailed accounts in order to retell their experiences with thick description. Sometimes called guided interviews, semi-structured interviews allow the researcher to vary the questions depending on the context of the interview (Lichtman, 2013), which were used as follow-up questions in order to gain additional information. It should be noted that the answers from the in-depth interviews were used to support the

other research questions as a form to triangulate all of the collected data, which will be further discussed in this chapter.

The second and third research questions were also analyzed with the data collection of in-depth individual interviews with 9 participants; however, this analysis consisted of the additional source of the focus group interview. In-depth interviews are the best method for collecting data as it is unstructured or more informal in order to let the participant "tell their own story in their own terms" (Lichtman, p. 192, 2013). A set of guiding semi-structured questions were provided in order to assist with staying on task, yet flexible enough to allow creativity. Moreover, for the second and third research question, data collection consisted of a focus group interview, which also consisted of 3 of the current participants joining in the focus group interview. Focus group interviewing is synonymous with the term, group interview; as participants are listening to others in the group speak just like the interviewer. The utilization of a focus group is vital for data collection in order to answer this study's research questions is mainly due to the interaction between participants in a focus group interview will allow for more data gathering in a specific topic as ideas may generate additional insights to be shared, which may typically not have occurred in an individual interview session (Lichtman, 2013). In addition, more participants can participate at the same time allowing for more data collection from multiple people simultaneously (Creswell & Creswell, 2018). The purpose for the focus group is to purposely invite some of the participants back from the in-depth interview sessions to share their ideas with other teachers in the field through the use of additional semi-structured and in-depth interview questions. There was also the possibility for a second focus group to be invited to ensure consistency and in the event

that in the initial focus group, one participant monopolizes the conversation of the focus group discussions. Listed below are the interview questions for both the individual and focus group interviews:

Individual Semi-Structured In-depth Interviews Questions (Appendix B):

1. What brought you to want to be a teacher for ELs?

    a. *Then follow up with*, how is your experience with providing feedback to ELs during reading instruction?

2. What are your thoughts regarding communication between yourself and ELs in your classroom during your reading instruction? Please give an example.

3. Which type of feedback do you feel most comfortable using during reading instruction and why? (*Interviewee may have to give examples*).

4. Describe a typical reading lesson in which you plan to provide feedback for an EL. What does that look like? *Prompt if needed then follow up with*, How did you scaffold your feedback for your EL? Would it have been different for a student who is fluent in English? Why or why not?

5. To what extent does your feedback plan reflect what you actually teach in your classroom? Please give an example. *(Tell me more)*

6. What has been the most challenging task for you when providing feedback toward ELs during reading instruction? Please give an example.

Follow-Up Questions for Individual Interviews (Appendix C):

1. Please share a recent story of an instance when you provided feedback toward an EL during a reading lesson.

2. Please share your example (artifact) of how you provided feedback toward an EL during a reading lesson- such as oral reading or guided reading.

3. (*After participants shared their stories*) Did your EL show improvement in the feedback you've provided? Why or why not? How do you know?

4. What are your thoughts about the various ways we can provide feedback for ELs? Please share some examples.

5. Are there any additional stories you'd like to share about your experiences providing feedback for ELs during reading instruction?

Focus Group Interview Questions (Appendix D):

1. Take a look at a reading lesson plan that you brought or a reading lesson plan that you plan to use in the future. Is feedback evident in your plans? Why or why not?

2. Can you explain how you plan on providing feedback with an EL?

3. What is your reaction to the way your colleagues provide feedback?

    a. Why do you feel that way?

4. How comfortable do you feel providing feedback for ELs?

5. (If needed, depending on the context and expertise of the teachers) What do you feel you'll need to enhance your scaffolding skills in providing feedback for ELs?

The flexibility of follow-up questions allowed me to seek further information needed in order to retell the participants' experiences of providing feedback. The table below (Table #1) demonstrates how the data collected from each interview and focus group questions were used to answer each research question. The theoretical grounding

for each question is through the lens of socio-cultural theory in which the teacher is the

mediator for providing and regulating the social activity of giving verbal feedback to

English Learners when needed in order to learn (Lantolf & Thorne, 2006). These

interview questions guided participants with sharing their practices of feedback for ELs

in reading instruction during the 2020-2021 school year.

Table 1

Interview Questions used to answer each Research Question

Research Questions to be answered	Questions from Interviews to be used
RQ1: What are current elementary teachers' practices of effective feedback toward English Learners in Kindergarten through Second Grade in reading instruction? Lyster et al. 2013's model of explicit and implicit feedback will be used as a framework to analyze the findings.	• Individual Interview Question #1 • Individual Interview Question #3 • Individual Interview Question #4 • Individual Interview Question #5 • Individual Interview Question #6
RQ2: What are elementary teachers' perceptions regarding providing feedback toward English Learners during reading instruction? Vygotsky's Socio-cultural theory will be used to analyze the findings from both the individual and focus group interviews (Lantolf & Thorne, 2006).	• Individual Interview Questions #1-6 • Inclusive of Follow-Up Questions from Appendix C • Focus Group Interview Questions 1-5
RQ3: What factors affect teachers' perceptions and practices of providing feedback toward elementary-aged English Learners during reading instruction? Vygotsky's sociocultural theory will be used as teacher mediates learning with planned interactions and teachers use students' ZPD will be used to analyze the findings from both the individual and focus group interviews (Lantolf & Thorne, 2006).	• Individual Interview Questions #1-6 • Inclusive of Follow-Up Questions from Appendix C • Focus Group Interview Questions 1-5

Participants

For this proposed study, purposive sampling-the method in which a sample is selected from a population that meet the criteria (Terrell, 2010) was used in order to make sure that a sample is selected based on the conditions of being an elementary teacher who has English learners in their class in suburban public school districts in the northeastern region of the United States. A mass email was sent by the researcher to elementary school teachers in several public school districts in three neighboring counties. In the recruitment email (Appendix E), participants who were interested in volunteering to be interviewed were tasked with answering a preliminary questionnaire created by me (Appendix A). Teachers' emails are publicly available through their school districts' websites. Schools were determined by the number of ELs in their student population as well as the number of teachers of ELs, all of which is public information. The mass emails consisted of a link to a St. John's Qualtrics questionnaire in order to ensure that teachers willing to participate in at least one of the two interview processes met the criteria of being teachers of ELs in grades K to 2. Teachers indicated by range of how many EL students they teach in their classrooms. This is a form of convenience sampling as participants are selected based on their willingness to participate in interviews (Urdan, 2017) as well as indicating that ELs were listed in their class.

In the event if there were a high response rate, teachers would have been selected to participate in the interviews based on the number of ELs they currently have in their class for this academic school year as seen in their responses to a survey created by me using St. John's Qualtrics Surveys. The purpose for this kind of sampling is the idea that

the more ELs that are in the classroom, the more likely teachers are put in the position to provide feedback toward ELs. In the event that I was unable to obtain enough participants, I planned for a snowball effect sampling to take place in which I mentioned to colleagues of this research opportunity and colleagues may inform me of potential participants and were contacted via email, as teachers' emails are publicly available in public suburban school districts. Again, the survey I created allows participants to report by range as to how many ELs they had in their class during reading instruction.

While the survey process consisted of teachers self-indicating the number of ELs in their classroom, it should be noted that EL students are accounted for as students who are registered in their schools as English Learners. Additionally, ELs have a language proficiency level that is scored based on either the New York State English as a Second Language Achievement Test (NYSESLAT) or the New York State Identification Test for English Language Learners (NYSITELL) from the previous school year (Office of Bilingual Education and World Languages, 2015).

Recruitment emails were sent to the first 5 teachers listed in each grade (K, 1 and 2) of each school district found by website for a total of 6 different school districts totaling 105 emails sent. If the school district did not indicate a teacher's class or grade level, then the recruitment email was sent to 15 teachers at random. The emails were sent about 2 weeks after IRB approval, which took place mid-June. Depending on the school district, certain schools may have already been in a summer recess. Six teachers initially filled out the St. John's Qualtrics survey and expressed interest in the study. They were then emailed as a follow-up with the consent form attached (Appendix F). Due to the lack of responses from the mass emails, 4 more participants filled out the survey as a

result of the snowball effect. Overall, a total of 12 teachers filled out the St. John's Qualtrics survey but only 10 indicated an interest in participating in the interviews. Then throughout the summer scheduling, 9 out of the 10 interested participants provided a consent form to participate in the individual interview. One participant did not reply with a signed consent form, indicating that this person no longer wanted to participate. As a result of the recruitment process, the participants in this study consisted of 9 certified elementary teachers who may also hold but are not limited to a bilingual, TESOL, or ESL certificate, depending on the requirements in their own school district of employment. To repeat, the requirement for this study is to have ELs present in their class during the 2020-2021 school year. The participants of this qualitative study are from suburban school districts in the northeastern part of the United States who have a population of ELs.

Procedure

Data collection took place over the course of 8 weeks from the week of receiving IRB approval. Nine participants were recruited in which 3 of the 9 participants were recruited from the snowball effect, and 6 responded to my initial participation request email. All participants responded to the digital St. John's Qualtrics survey- created and sent via email by me, in order to determine if they meet the criteria to participate in the interview process previously discussed (Appendix A). The reason for this survey, created in St. John's Qualtrics, is to make sure participating teachers have ELs in their class during reading instruction for the 2020-2021 school year, as public teacher emails in school district websites do not always indicate the grade and class that are taught. All of the participants indicated they had ELs in their class during reading instruction. As

previously mentioned, a St. John's University Qualtrics questionnaire (Appendix A) was sent throughout qualifying teachers willing to participate in the individual interview, with the possibility of being invited to participate in the focus group interview. The survey requested the following information: name of the participant, a "yes" or "no" confirmation that they are teaching elementary grades with ELs in their class during reading instruction, and their willingness to participate in an interview. If the teacher answered, "yes" to all questions, then they were prompted to move on to the second part of the questionnaire, which asked for the following demographic information in the form of multiple choice questions: highest level of education, years served in teaching, years teaching ELs, ranges on the number of ELs in their class, gender and ethnicity. It should be noted that both questions for gender and ethnicity provided the option, "prefer not to answer."

Throughout the interview process, questions may also be repeated in order to gather more in-depth information from the participants. Interview questions were created by me (See Appendix B) and have been reviewed by two colleagues in order to confirm that the interview questions are comprehensible prior to administering the interview questions. The interviews were recorded as a video session with the permission and consent of the participating teachers, which were signed and emailed to me before the start of each scheduled interview.

The process of holding the interviews took place over the summer of 2021 and varied in times in order to accommodate the teachers' work and/or summer schedules. The timeframe for each individual interview, ranged anywhere from 50 to 70 minutes. This was also expected during the focus group interview, each also consisting of 3

participants, with the interview length being 63 minutes. As previously mentioned, a total of 9 participants and the two types of interviews were video recorded using Zoom with permission and signed consent of the interviewees and as required by the guidelines of the IRB. In order to best accommodate the busy schedules of teachers, it was planned that multiple individual interview sessions could have taken place on the same day and these interviews will not overlap and teachers will not know the identities of other teachers being interviewed with the exception of those invited back to participate in the focus group interview. However, the individual interviews all took place on different days.

The first, second, and third research questions were analyzed with this data collection of in-depth interviews as participants were informed that they have the option to attend the interview session with a prop or artifact- such as a document with feedback provided by the teacher and/or a reflection of a teacher's recent lesson in which the provision of feedback toward an EL in order to help them with answering interview questions. Five follow-up questions, of which were also reviewed by one to two colleagues for understanding, were created in order to gather descriptive information as a result of the in-depth interviews (Appendix C). For the semi-structured in-depth interviews, I introduced myself; explained the goal of the interview session so that the interviewees may feel more comfortable after knowing more about the interviewer as well as the dissertation study. This information was also provided in the initial recruitment email sent (See Appendix E). Interviewees were notified that they may be invited to a second interview for clarification purposes and/or the focus group interview,

which took place after the in-depth interviews, as it is stated in the consent form that they signed.

The second and third research question have an additional data collection of a focus group in which 3 teachers, based on willingness to participate, and had the option to bring new or previous lesson plans (artifact) created for use within their ELA/reading instruction block, in order to discuss when and where they plan for feedback to take place and why they have decided on those planned practices, or have provided those practices in the past. With the focus group interview, the 3 participants signed their consent forms previously and went by a pseudonym during the group interviews in order to protect their identities. Their ELA (English Language Arts) or reading instructional block may range from a number of literacy activities from reading for fluency-such as oral reading; to reading for comprehension. In order to maintain the focus of the group within the topic of providing feedback toward ELs in reading instruction, 5 guiding questions have also been established (see Appendix D) with flexibility to ask more open-ended questions based on the content presented in this focus group interview. Participants were reminded to use pseudonyms during all interviews in order to ensure privacy of their school administrators, colleagues, as well as students. In the event that a participant may have forgotten to use a pseudonym, I took the extra step of changing all mentioned names into pseudonyms when transcribing each interview. Furthermore, even after signing a consent form (Appendix E), participants were still verbally asked if the interview session can be recorded prior to recording via voice recorder or by video of the virtual platform used.

For this type of interview, I met with 3 of the 9 participants in a focus group via Zoom, a virtual platform through a personal and password protected account. As seen as

a possible challenge conducting a focus group interview, in the event that there was a

participant present that may have dominated the group conversations, my plan to prevent

this from happening by asking follow-up questions to other participants who may want to

contribute but have not had a chance to do so. Similar to the semi-structured in-depth

interviews, I introduced myself and explained the goal of the focus group session with a

similar speech regarding their willingness to participate and can withdraw at any time. I

then asked the group to think about an instance when they have given feedback or how

they plan to give feedback based on their lesson plans and let the group continue the

conversation. The focus group session took place for 63 minutes. Each participant

shared one at a time but all participants spoke freely following the pragmatic norms of

taking turns.

Instruments

There were a few instruments used in this research study. First, the data

collection involved the implementation of sending digital surveys as a mass email to

several suburban elementary public school teachers in order to filter and collect

information of teachers who are eligible using a self-created survey using the platform,

St. John's Qualtrics (See Appendix A). The digital link of the survey along with the

requests for participation in the study was sent using my St. John's email account.

Interviews were conducted virtually, due to the restrictions of the COVID19 Pandemic

and in the guidelines set by the CDC, the platform; Zoom was used for all interviewing

sessions. Interviews were then transcribed by me as I used Microsoft Word to document

all of the transcriptions. As for the coding process, as the researcher, I manually coded

each of the transcribed interviews using Microsoft Word during the initial coding stages and transferred the codes to Microsoft Excel spreadsheets.

Data Analysis

Based on the theoretical framework guiding this study, sociocultural theory explains that process of learning and retaining new content are not solely dependent on the individual but also dependent on the social aspect of how individuals interact with others in social, cultural, as well as historical backgrounds (Peercy, et al., 2005). Furthermore, this theory contributes to the focus of interactions between teachers and English Learners evident in communication, along with constructive feedback in classroom settings, all of which will ultimately promote effective learning for this diverse population. There were several analysis techniques used to analyze primary data collection of individual in-depth interviews and the focus group interview(s). The data collection was analyzed by the researcher to utilize and triangulate gathered from all interviews in order to analyze the data for meaning in reoccurring themes (Creswell, 2015). Furthermore, unlike using quantitative methods, the researcher will gather insight as to the thinking and reasoning of the perceptions of teachers of English Learners throughout the interview processes.

As previously mentioned, I was the interviewer and transcriber for this study in order to keep the data collection as succinct and well-interpreted by the observer present in all of the interviews to increase the trustworthiness of the data. Interviews were then transcribed and coded for reoccurring phrases, questions, and ideas across the interviews, of which will be further discussed in this section. First, the transcribing process for all 10 interviews took place several times in order to ensure that all dialogue has been included.

I also transcribed all of the interviews as close to occurrence of the interview as possible. The transcripts for all 10 interviews totaled 231 pages saved on Microsoft Word documents. Furthermore, I noted non-verbal cues such as laughter, stammering, hesitations, as well as silences as it will assist with meaning making and assist with understanding the tone of the interviews (Tilley, 2003), all of which will help me to retell the participants' practices and views providing feedback toward ELs during reading instruction. With this, my analytic memos totaled 21 pages, which ranged from 2 to 3 pages per interview.

Afterwards, I used the 5-step coding methodology by Creswell & Creswell (2018) along with significant coding guidance from Saldaña (2021) in order to conduct my coding in the most organized, meaningful, and with consistency. The 5-step coding process for analysis according to Creswell & Creswell (2018) involves: step 1: sorting and organization of all data; step 2: reading through all data, including reflexive memos and additional notes during data collection; step 3: coding of all data, of which I will further explain in a great detail; and step 4: generation of themes; and step 5: demonstration or writing of the description and themes. In addition, I made sure to review my analytical memos and notes to make sure all of my information is set for the analysis portion of my coding.

The analysis and integration of data took place after all data collection is transcribed and coded. Before data analysis commenced, all of the data collection was organized with the interview transcriptions, my reflexive memos, and sorting the data from the sources of information in which they were gathered (Creswell & Creswell, 2018). This is qualitative information that will enhance the understanding from the

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viewpoint of the teachers in order for me to retell their stories and experiences with descriptive accounts. Overall the coding process included putting my thoughts in comments between words or phrases that were repeated, highlighting quotes, categories, connections, and ultimately reoccurring themes to contribute to the findings. Additional notes from the researcher included feelings, tone, as well as objective and subjective interpretations of what was discussed in the interviews with classroom teachers.

For research question #1, *what are current elementary teachers' practices of effective feedback toward English Learners in Kindergarten through Second Grade during reading instruction,* underwent deductive coding in which "certain codes, categories, themes, or concepts" were most likely to appear in the data collection Saldaña, p. 40, 2021). For this coding process, I used Lyster, Saito & Sato 2013's classification of feedback as it was referenced by several studies including Hanh & Tho, 2018, and Cheatham et al., 2015 as further explained in my chapter 2. With this coding framework, my start list of codes consisted of the following terms as referenced in Lyster et al. 2013's continuum of feedback: explicit feedback, metalinguistic cues, elicitations, explicit corrections, explicit correction + metalinguistic explanation, implicit feedback, clarification requests, recasts, repetition, and prompts. More specifically, I used descriptive coding in which I assigned words and phrases in order to summarize or recap a topic or quote of what has been stated in the transcripts. Descriptive coding allows for "an inventory of topics for indexing and categorizing" (Saldaña, p. 362, 2021). After looking at the transcripts, highlights, written initial comments, my analytic memos, the descriptive codes were copied and pasted into an excel spreadsheet, color-coded by the participant and placed in one of the categories previously mentioned. The placement of

the codes was based on the definitions of the codes in the start list as explained in chapter 2 as well.

A second cycle of coding consisted of revising initial In Vivo codes into the correct column. Although many codes could have been placed in more than one category, a third wave of coding continued in order to make sure codes were sorted in the correct category. Eight codes were unable to be sorted by me as I could not decide on the best matched category, so I sent the codes, with pseudonyms in place, to an expert in the field of feedback in order to get their input. As a result, a total of 83 codes were placed in categories and 4 were unused. Then, a final 4th wave of coding in which I then sorted the categories into implicit and explicit feedback based on the definitions and Lyster et al. 2013's feedback continuum explained in chapter 2. After going through another round of analysis, to ensure consistency of the sorting of categories into the 2 themes of explicit and implicit feedback, I selected an additional 20% of the total 83 codes, which were a few codes from each category and I forwarded them to the same expert in the field to verify, confirm, and check my sorting in order to ensure consistency of placements. The expert's and I were in agreement in about 90% of the codes; in the second code check and confirmed my coding. Overall, 79 codes were found and analyzed into explicit feedback-totaling 51 codes and implicit feedback totaling 28 codes. The figure below illustrates how the codes were grouped by type of feedback and then grouped by its explicitness and implicitness for RQ#1.

Figure 1

Coding Category Process for RQ1: Explicit and Implicit Feedback
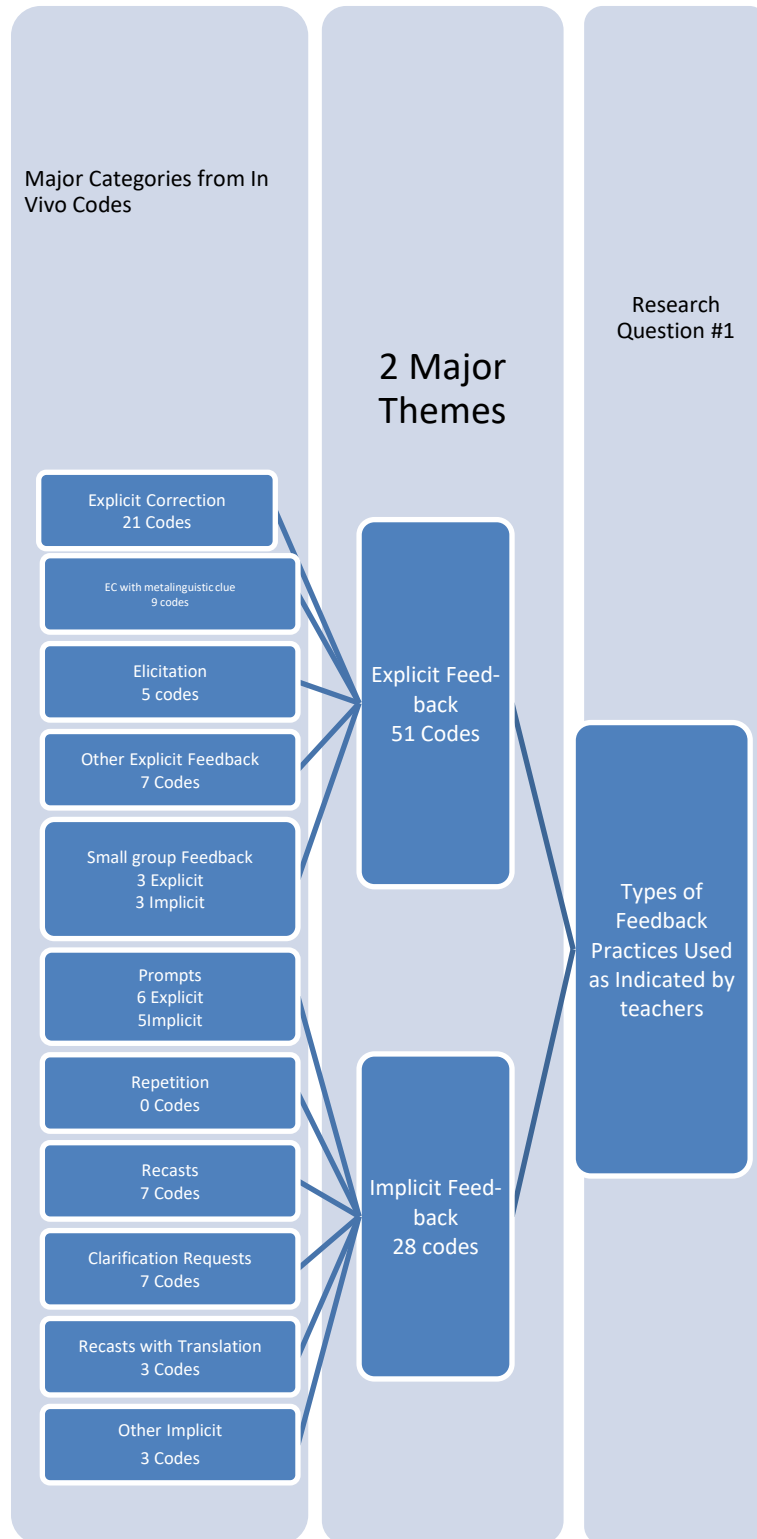
For research question #2, *what are elementary teachers' perceptions regarding providing feedback toward English Learners instruction,* and research question #3, *what factors affect teachers' perceptions and practices of providing feedback toward elementary-aged English Learners*, I performed inductive coding, which is "a "learn as you go" approach that spontaneously creates original codes the first time the data are reviewed" (Saldaña, p. 41, 2021). I entered this plan of coding with an open mind looking at the entire data set again without the use of preexisting codes. My first wave of coding took place on the transcripts in which I used In Vivo Coding. In Vivo coding refers to the codes used are original from the data as they are the actual quotes from the participants' original language in the transcripts (Saldaña, 2021). This is the preferred method of coding in order to "prioritize and honor the participant's voice" (Saldaña, p. 365, 2021) in this study. Words and patterns-phrases that were repeated more than once; were copied and pasted into an excel spreadsheet. Then codes with similarities were grouped together. Similar to the coding process for RQ1, I kept the In Vivo codes color-coded so that I knew which code belonged to which participant. Category names were created by the most popular word found or a synonym to summarize the topic of the codes in a category. By the end of this cycle, 9 categories were made.

The second cycle of coding consisted of re-arranging coded data and the creation of 4 additional categories. Similar to the separate coding process for RQ1, I had codes that could have been placed in more than one category but I referred to my reflexive memos, notes, and initial comments in order to analyze and place the code in the best appropriate category. This was especially helpful when I coded participants' views in the transcripts as my analytic memos helped me determine what the view is and combine

codes that were similar in value. The third cycle of coding consisted of taking similar categories and combining them into major categories. This process was determined by the similarities between categories such as the categories of "translations" and "home language use." By the end of the third cycle of coding, 6 subcategories were made condensing categories with similarities. A fourth cycle of coding was done in order to ensure codes have been fully used and sorted in the appropriate major categories and coded until saturation in order to create themes. Themes are a full categorization or result of categorizations but the name itself is not a code (Saldaña, 2021). By the end of the fourth cycle of coding, 1 theme emerged, which was used to answer RQ2 and 4 themes emerged to answer RQ3.

For the focus group interview, I also performed the same coding process as the previous semi-structured in-depth interviews but coded in a separate excel spreadsheet as the focus group consisted of 3 of the 9 participants, and the interview questions were not the same as the individual interviews. After performing the same inductive coding analysis that took place for RQ2 and RQ3, the following themes emerged from the focus group interview. As a result of the 4 process of analysis, 59 In Vivo codes which were repeated or showed a pattern were sorted into categories. Three codes were then removed as they did not pertain to the interest of the study regarding feedback from teachers to ELs. Another round of analysis allowed me to combine categories with similarities into subcategories, totaling 8. Ultimately, after rearranging and finding similar subcategories, 3 major categories were grouped in order to answer RQ2 regarding home language, views of ELs, and feedback views. The other 3 major categories- virtual/in-person feedback challenges, time management, and resources were used as an addition to corroborate data

in RQ3. Quotes from these major categories were used to corroborate findings in RQ2 and RQ3 with the individual interviews, all of which will be further discussed in chapter 4.

In summary, the entire coding process was not accomplished in one sitting, as additional read-throughs will help me as the researcher investigate additional categories, subcategories, as well as highlighting quotes that the researcher feels important as well as organizing them in order to reflect the themes that ensue. The process of coding was completed by me as I took highlighted and repeated quotes, sorted them into categories, turned those categories into themes, and checked for consistency throughout the transcripts. Detailed accounts were written in my reflexive journals in order to assist me with retelling the experiences of the participants in the form of narrative inquiry. Then, once all of the themes were created, I gathered and organized the themes in an order that was best used to retell the stories of the participants providing feedback toward English Learners.   Overall, transcriptions of the interviews took place over the course of 8 weeks from the date of IRB approval, and the coding and analysis stage took place over the course of 16 weeks.

Writing the Results

Furthermore, the utilization of narrative inquiry also involves explanation for the readers to see the researcher's involvement in the study, how data was gathered, and how the data was interpreted to make meaning when retelling or "restorying" the meaning of the data. During this process, I also reflected on my experiences as it is needed for the reader to better understand how the data was interpreted for each inquiry (Clandinin & Caine, 2008). In order to effectively retell the experiences of the participants, I used thick

description in order to demonstrate transferability. Thick description refers to describing

with thorough detail of content in order for the findings to be interchangeable to other

participants (Terrell, 2016). Additionally, I reflected on what was seen, took notes, as

well as included additional content regarding feelings, questions, and reactions from the

participants as well as the observer. As previously mentioned, all information will

undergo triangulation in order to fully make meaning of the data collected reflecting the

perceptions and practices of K to 2 teachers with English Learners.

Researcher Positioning

With the goal of presenting the findings of classroom teachers' perceptions and

practices of feedback toward English Learners during literacy instruction, it is important

for readers to know my role as the researcher. As previously discussed in chapter 1, my

stance in language ideology is that there is no one single way to speak a language. There

are social conventions of how language is perceived to be accepted, but it does not mean

that there is a wrong way to speak a language. In my view, if a student's oral reading

consisted of a word or words that were not in the text, it does not mean that the student

was wrong or that an error was made. Instead, the student used his or her background

knowledge of language in order to read through a text or even to express themselves. I

referred to terms used by the participants when describing their practices. The goal of this

study is to understand the process of providing feedback. With this in mind, as the

researcher, I listened intently, took notes, and tried not to interrupt unless there was

something I misheard or did not understand something said during the interviewing

process.

My involvement as a researcher in this study is of great interest as I am of Latina background, an educator of ELs, and I was a former English Learner throughout my childhood years. I have experiences of schooling in my childhood that have helped me become the educator and researcher I am today. When learning English in elementary school, I experienced many challenges in expressing myself and understanding what was being said to me. I use those experiences as a way to make sure that in my teaching, I try my best to support students in all academic activities. My childhood experiences of being an EL also help me when I am educating current ELs as I can relate to their experiences. My past experiences being an EL and currently teaching ELs are factors that I also reflected on when writing in my reflexive memos.

With this in mind, throughout the study, I wrote reflexive memos after the interviews and wrote down comments as the researcher, so that I may be present during the interview process. Furthermore, by taking analytic notes of how I interpret some of the feedback events that teachers described, I was able to see my thought process throughout the collection of data. For example, if I have experienced a similar phenomenon of feedback from either the providing end or the receiving end, I indicated how I felt about that process as either the teacher or the student. This allowed me to see how my background may shape my interpretation of the analysis of the data. This transparency will promote credibility and trustworthiness in this study (Saldaña, 2011). This process also assisted with strengthening the reliability of my findings (Creswell & Creswell, 2018).

Trustworthiness

Reliability

      I conducted multiple procedures to ensure that my study is trustworthy and demonstrates credibility. In order to make my research and analysis trustworthy, I referred to my reflections written in my reflexive memos throughout the coding process as well as transcribing of each interview. I strived to be thorough in describing my coding and analysis process for each research question. In addition, I self-reflected and discussed my role in the data collection process as it assists with building trust with readers of this study (Lichtman, 2013). Furthermore, this task will promote trust between the researcher and the reader (Lichtman, 2013; Creswell & Creswell, 2018) as it is necessary to allow readers to see the level of involvement the researcher has in the study as well as understand the viewpoints described by the researcher.

Confirmability

      To achieve confirmability of trustworthiness, the process of reflexivity, which is the awareness of a researcher's active role in the study (Terrell, 2016) and openness will allow me to have my participants' voices heard as well as my own, ultimately making this approach the best choice to be utilized. With the process of reflexivity, I have kept a reflexive journal in which I wrote an entry after every interview. I wrote notes of items that struck out to me during the interviews. Additionally, I wrote notes that may not be seen or recorded in the transcriptions of the interviews- such as the tone, facial expressions of the interviewees, long pauses, as well as reasons I may have expanded on certain items and/or asked for clarification of certain items mentioned in the content of the interviews.

I have transcribed all of the interviews and have reviewed them 2 times each in order to ensure that information is not misinterpreted or lost in the translation. In addition, my reflexivity was used by me in the interpretation of the interviews as well as in the coding of all of the transcripts. Furthermore, triangulation, which involves the review across all data sources, took place in order to sight evidence of findings for validation in order to enhance this study and ensure consistency throughout all of the collected data (Creswell & Creswell, 2018). I used triangulation within my findings in which I analyzed all transcribed interviews, my reflexive memos, and my interview notes in order to successfully retell the stories of the experiences of elementary teachers and their practices of providing feedback to English Learners. Additionally, as previously discussed in chapter 1 and chapter 3, I explained my stance and role as a researcher in order for readers to see my viewpoints and how I interpreted my coding process as well as my interpretation of the results, which is discussed in chapter 4.

Credibility

Along with the process of triangulation, additional methods to ensure trustworthiness include member checking, rechecking the transcription process to avoid any misinterpretations (Creswell & Creswell, 2018). Member checking took place as participants were asked to reply with any feedback on the accuracy of my analysis. Additionally, as mentioned in my coding processes, for RQ1, 8 codes that were unable to be sorted in categories by me due to ambiguity of the codes, were sent to an expert in the field to categorize each code, which were examples of feedback that teachers claimed they provided. Furthermore, an additional 20% of 83 codes, different from the first set of codes, were sent to the same expert in the field a second time in order to confirm my code

sorting process. The expert in the field and I had about a 90% agreement with the identification of the codes. This task was vital to ensure researcher confidence, coding consistency, as well as trustworthiness of my coding process. This feedback from an expert in the field ensured credibility of my findings.

Protection of Participants

There were many tasks completed in order to ensure the protection and privacy of the participants. Participants also had the option to review their transcript upon request to ensure accuracy and clarity. As previously mentioned, along with the guidelines set upon IRB approval, participants signed a consent form prior to the beginning of each interview. To ensure privacy and protect identities of the participants, both the names of teachers and their schools were hidden in the data collection process and were replaced with pseudonyms in all transcripts and coding. Participants were also asked for verbal consent twice, once before the recording of the interview and once after the recording in order to have the verbal consent on record in addition to their signed consent forms. Additionally, since interviewers were conducted remotely using the virtual communication platform; Zoom, the participants had the option to keep the camera off in the recording if they wished to do so. Lastly, data collection was stored in a separate, password protected flash placed in a locked drawer that is only accessible by me.

CHAPTER 4: RESULTS

Overview

The purpose of this study was to investigate the phenomenon of teachers providing feedback for English Learners in grades k to 2. In addition to the practice of teachers' feedback to students, I explored teachers' perceptions of providing feedback, as well as relationships between their perceptions of feedback and their actual practices that take place with English Learners. At the end of the data collection, individual and focus group interviews were transcribed and a total of 4 cycles of coding took place during the analysis stage of this study. The first wave of coding was unstructured in which I was open in an attempt to understand the practices and experiences of the participants when they provide feedback for ELs. Words, phrases, and sentences were colored and text coded within each transcript for any ideas and practices mentioned relating to the research questions regarding teachers' practices and perceptions of effective feedback. The second round of coding focused on looking for patterns, which are phrases in the data that occur more than twice in a data set (Saldaña, 2021) and placed into categories using an excel spreadsheet. Another round of coding took place in order to ensure that data was saturated and reorganized prior to forming major categories. Following this, the fourth stage of coding consisted of using the excel spreadsheet in order to gather major categories and turn them into themes.

As mentioned in chapter 3, I completed 2 different analytical processes in order to answer RQ1 separately from RQ2 and RQ3. The separate coding process for RQ1 took place in a new excel sheet in which phrases and most repeated descriptions of actions that teachers practiced when providing feedback for ELs were coded in order to answer the

first research question. During this stage, I coded the data with a structured type of analysis focusing on the specific types of feedback that teachers used during their reading instruction for the 2020-2021 school year, which varied from in-person instruction to virtual instruction. Codes that I was unable to be categorized were reviewed by an expert in the field. This structured coding process took place over the course of 4 stages in order to ensure data saturation to answer the first research question.

In this chapter, I reviewed the seven major resulting themes as well as the most common types of feedback that were used by the participants and perceived to be effective during their reading instruction. The data analysis included a total of 10 transcripts, 9 from individual interviews and one focus group interview, which included 3 of the 9 participants interviewed as a group. The total number of hours of video recording via Zoom resulted in about 10 hours as each interview ranged from 55 minutes to 1 hour and 10 minutes. I then transcribed the recordings resulting in a total of 231 pages saved on Microsoft word documents. Each interview was followed by a 2- to 3- page reflective journal in which I gathered my thoughts, tones, observations, and any additional information that could not be transcribed from the recordings- such as such as body language and facial expressions, totaling 21 pages. Although many categories overlap in answering more than one of the research questions, I have separated them to best present the results and findings for each question.

In summary, the themes that emerged in attempt to answer research question #1, *what are current elementary teachers' practices of effective feedback toward English Learners in Kindergarten through Second Grade during reading instruction* consisted of explicit feedback and implicit feedback with explicit feedback being used the most. The

second research question, *what are elementary teachers' perceptions regarding providing effective feedback toward English Learners*, consisted of the following associated theme: teachers' feedback views, which were then broken down into 3 major categories- views on when to give feedback, views on feedback as it relates to ELs' feelings, and views on home language use when giving feedback. Lastly, the third research question, *what factors affect teachers' perceptions and practices of providing feedback toward elementary-aged English Learners,* resulted in the following related themes which include pedagogical strategies, instructional obstacles, teachers' perceived English Learner abilities, and learning environments.

Description of the Participants

The participants were 9 teachers who are all certified in elementary education from several suburban school districts in the state of New York. Five of the nine participants responded through a mass email asking for volunteers to participate (see Appendix E) and three were recruited resulting from the process of the snowball effect. In order to ensure transferability of this study's findings, it is important to know the qualities of the participants in order to transfer findings to other settings. Participants include 9 elementary teachers, one who taught kindergarteners, four who taught first graders, and four who taught second graders. All 9 of the participants were female who ranged from teaching one to a full class of English Learners. The years of experience from these participants ranged from 4 to 20+ years of service in the field of education. This information was obtained by a preliminary survey from St. John's Qualtrics survey questions (see Appendix A).

Who are the participants?

Ms. Gomez

Ms. Gomez indicated that she taught an entire classroom of first grade English Learners during the 2020-2021 school year both remotely and in-person. She described herself as an elementary certified teacher who also has an additional certification in TESOL**.** Ms. Gomez has been teaching for over 20 years and has over 20 years of experience working with ELs. When discussing the feedback methods that are used for her class, Ms. Gomez expressed that she does not like to use the word, "error," instead likes to use the term, "learning situation" for the students. She also indicated that there are always errors and that those are opportunities for English Learners to learn from those errors as a whole class.

Ms. Johnson

Ms. Johnson described herself as an elementary school teacher who has an additional certification in TESOL**.** She indicated that she taught 9 first grade English Learners during the school year, which varied from in-person and virtual instruction. Ms. Johnson has been teaching between 16 to 20 years and has between 16 to 20 years of experience working with ELs. When discussing the feedback methods that Ms. Johnson used for her class, she expressed that she did not like to call misreads, "errors" or tell her students that they read words that were not in the text. Instead, she stated that she liked to focus on the positive feedback- such as the strengths of an EL before assisting an EL student when a reading miscue is made.

Ms. Jones

Ms. Jones described herself as an elementary teacher with an additional certification in reading. Ms. Jones indicated that she taught six first grade English

Learners during the school year as in-person during reading instruction, but experienced instances where she had to teach those students remotely. Ms. Jones has been teaching for 30 years and has 30 years of experience working with ELs. When discussing the feedback methods that Ms. Jones used for her class, she expressed that depending on the student, she would provide many prompts in order to help students' self-correct prior to giving feedback whether it be individually or with the whole class.

Ms. Lopez

Ms. Lopez described herself as an elementary school teacher. She indicated that she taught 9 kindergarten English Learners during the school year, which varied from in-person and virtual instruction as a hybrid teaching protocol. Ms. Lopez has been teaching for over 30 years and has over 20 years of experience working with ELs. When discussing the feedback methods that Ms. Lopez used for her class, she expressed that she never wanted her ELs to think they've read things wrong. She would provide pre-teaching, modeling, and visuals to help ELs build their vocabulary and focused on their strengths before assisting them with feedback.

Ms. Miller

Ms. Miller described herself as an elementary school teacher. She indicated that she taught 1 second grade English Learner during the school year and conducted in-person instruction only. Ms. Miller has been teaching for 20 years and has 20 years of experience working with ELs. When discussing the feedback methods that Ms. Miller used for her class, she expressed that her feedback this year was provided in small group and one-on-one settings. She stated that she preferred giving as much information as possible in order for the EL student to make self-corrections prior to giving feedback.

Ms. Ortiz

Ms. Ortiz described herself as an elementary school teacher. She indicated that she taught 2 to 3 second grade English Learners during the school year, which varied from in-person and virtual instruction. Ms. Ortiz has been teaching for over 20 years and has over 20 years of experience working with ELs. When discussing the feedback methods that Ms. Ortiz used for her class, she expressed that the frequency of when she provided feedback depended on whether or not the word misread would hinder the meaning of the sentence.

Ms. Smith

Ms. Smith described herself as an elementary school teacher. She indicated that she taught 2 to 3 second grade English Learners during the school year, which varied from in-person and virtual instruction. Ms. Smith has been teaching for over 20 years and has between 6 to 10 years of experience working with ELs. When discussing the feedback methods that Ms. Smith used for her class, she expressed that she did not use teacher feedback during reading instruction as she never thought about the practice providing feedback before the interview. As a result of in-depth conversation over how to assist ELs with their reading instruction, she expressed that she would say positive things-such as things that an EL did well; prior to giving any sort feedback to an EL in his or her reading instruction.

Ms. Stevens

Ms. Stevens described herself as an elementary school teacher who has an additional certification in TESOL. She indicated that she taught a full class of second grade English Learners during the school year, which varied from in-person and virtual

instruction. Ms. Stevens has been teaching for over 4 years, of which are also years of experience working with ELs. When discussing the feedback methods that Ms. Stevens used for her class, she expressed that she would think about her ELs and whether or not they would prefer to be corrected for the whole class to learn, in a small group setting, or in a one-on-one situation as majority of her approaches are explicit feedbacks.

Ms. Thomas

Ms. Thomas described herself as an elementary school teacher who has an additional certification in reading**.** She indicated that she taught a full class of first grade English Learners during the school year through a virtual platform. Ms. Thomas has been teaching for over 20 years and has over 20 years of experience working with ELs. When discussing the feedback methods that Ms. Thomas used for her remote instruction, she expressed that the use of feedback depended on the word misread and that she believed in pre-teaching as much as possible to assist students with their reading in order for them to self-correct what was termed as their errors.

Teacher's Current Practices of Feedback for ELs

As previously mentioned, the first research question consisted of a separate but similar coding process when coding for RQ2 and RQ 3. For RQ 1, I used a more structural coding system in which I looked for specific types of feedback teachers provide students through the feedback methods described in my chapter 1. After recoding the data in a deductive structural manner as explained in chapter 3, the total number of codes pertaining specifically to feedback practices totaled 82 with a total of 10 categories. Four codes were not used as they did not fit in the scope of interest of this study. Each code was color coded based on the participant and organized in columns based on the name of

the type of feedback in which was described as preference. Feedbacks that were not

named were coded and sorted into categories by me so that the participants did not have

to worry about naming their feedback approaches and focused on describing what they

did in order to help ELs with their misreads. Using the guidelines of feedback methods

from Lyster et al. 2013 discussed in chapter 2, I created a table that shows the frequency

of responses related to feedback type (Table 1). I looked for the major categories with the

most codes to create the top 2 resulting themes to answer the first research question. The

various types of feedback usage from each teacher were sorted into its explicitness and

implicitness following using the same continuum from Lyster, et al. 2013. There are

variations of explicit feedback used as indicated by the participants. It should be noted

that the categories, small group feedback and prompts, were then sorted by their

implicitness and explicitness using Lyster et al. 2013's feedback model.

Figure 2

Frequency of Different Types of Feedback Used

Frequency of Different Feedbacks Used
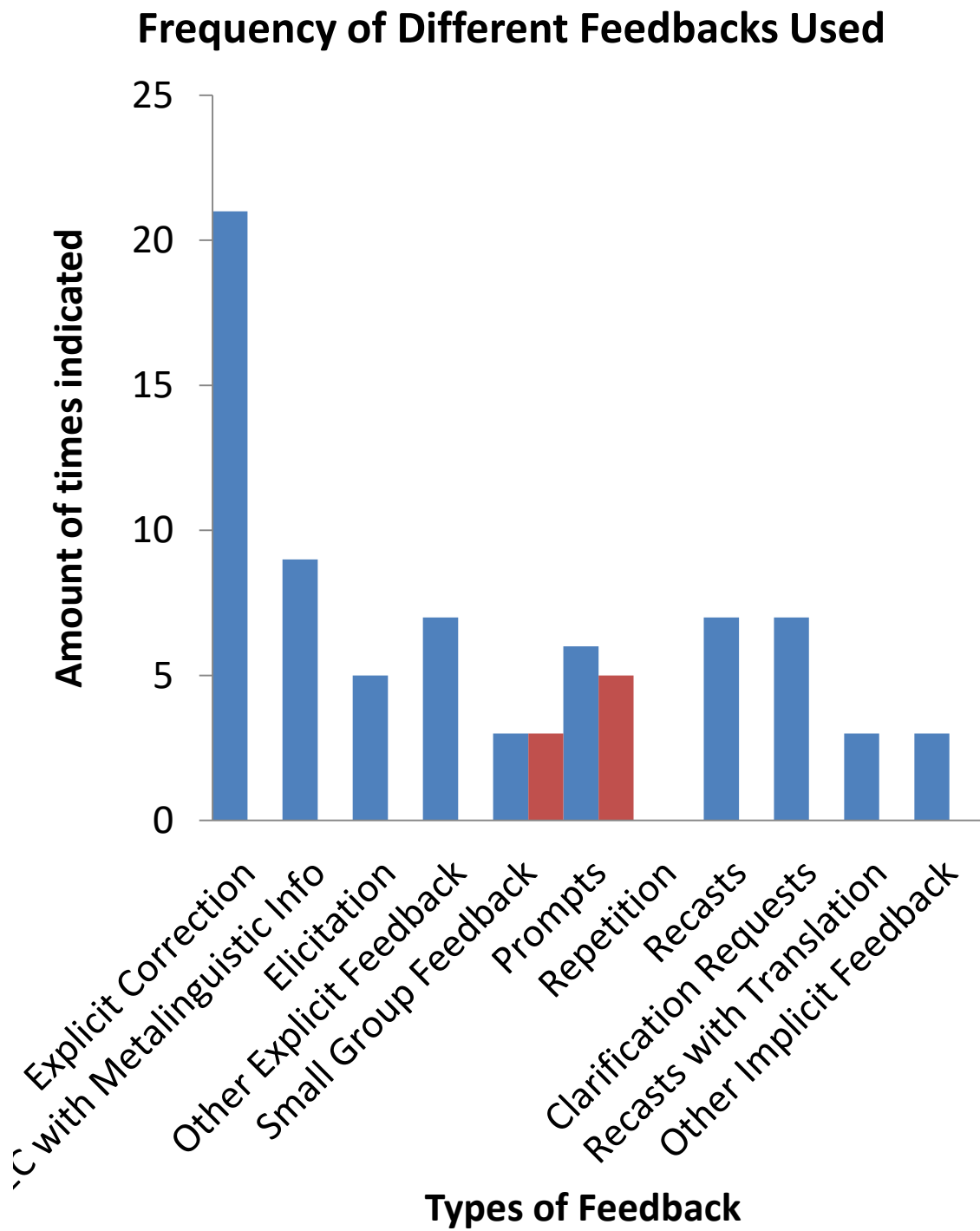
The table below presents examples of the types of feedback that will be discussed in the following section, with the type named the definition of the feedback as well as an example from the participant. The following section will describe in-depth the results of the themes of explicit feedback and implicit feedback described to be used by the participants.

Table 2

Examples of Different Types of Feedback with Definitions

Type of Feedback:	Definition:	Example:
Elicitation	Explicit feedback in which student is prompted to reformulate while being asked a question (Lee, 2013; Lyster, et al., 2013)	Ms. Thomas: Does that sound right? Prompting student to reformulate.
Explicit Correction	Immediate indication of error with the correct reformulation (Lee, 2013; Lyster, et al., 2013)	Ms. Ortiz: "This is the word."
Explicit Feedback with metalinguistic Info	Indication of error with information that will assist learner in reforming response with the prompt (Lyster, et al., 2013; Jacobson, 2015).	Ms. Jones: "Oh that's not /o/ like octopus. That's /a/ like "bat." referring to sound chart.
Recast	When an instructor repeats part of or the entire learner's error with the correct form without indicating that an error was made (Lee, 2013; Hanh & Tho, 2018)	Ms. Smith: "I would restate it correctly."
Recast with Translation	In recasts, translations are considered a form of a recast (Hanh & Tho, 2018)	Ms. Lopez: "I would repeat it in English"

| Clarification Request | When a response is not understood so it is followed by a question for student to clarify without indication of an error (Lyster, et al., 2013; Jacobson, 2015) | Ms. Stevens: "**Oh**, you went to your violin lesson?" |

Explicit Feedback

In the theme of explicit feedback, 51 codes were included from all participants who have indicated the use of explicit feedback. Four codes were not used as they did not relate to the scope of this study. Additionally, when asked which types of feedback would be used in scenarios of errors or in examples provided by the participants, 9 out of 9 participants gave one or more examples of an explicit feedback in order to help an EL with a reading error. The following section will provide several quotes from participants to show a well-rounded view, or maximum variation of the types of explicit feedback expressed by the participants.

To reiterate from chapter 1, the explicitness of a feedback is difficult to define as one uniform definition as variables such as context and manner of communicating also determine the explicitness or implicitness of a feedback (Lyster, et al., 2013). For this analysis process, I used the definition of explicit feedback as a reformulation of a student's utterance with an overt indication of an error, a reformulation with the omission of the error, a direct elicitation for the student to self-correct, and identification of an error with the correction provided (Lyster, et al., 2013, Cheatham, et al., 2015). The following quotes demonstrate explicit feedback in the form of the terms used in research: elicitation, an explicit correction with an explanation, an explicit correction only, and an

example of feedback that falls more into the explicit spectrum than an implicit spectrum for further clarification.

When Ms. Thomas was describing the steps of what she did when a student reads a word or a phrase that is not the same as in the text being read, she would perform several multiple strategies. In this example, Ms. Thomas explained:

I let them continue on to the end of the sentence because I don't believe that interrupting the flow is necessary and then it depends on the word. Sometimes I will reread it that way and ask, "Does that sound right?" Sometimes I'll just draw their attention to back to the word and I'll just say "look at that word again" and depending on what the word is, I'll use one of those strategies to, "Okay, let's look at this word for a second. Let's look at the picture.

In this example, there are multiple strategies in use. When she rereads, it is a repetition, but then she followed immediately with the question, "does that sound right?" making the feedback to be more of an elicitation, which is in the explicit range based on Lyster et al. 2013's model. In addition, based on what the teacher expressed, it seemed that the teacher is rereading in the same manner as the EL student, inclusive of the word in question as she stated, "I'll reread it in that way and ask..." Therefore, she did bring attention to the word in question, which makes her feedback as explicit feedback.

Similarly, when Ms. Jones explained an instance when she provided feedback, she referred back to one of her ELs who read a word that was not the same word as the word they were tasked to read. It should be noted that although she claimed she preferred more subtle feedback, she was unable to provide implicit feedback when teaching remotely with her students. Ms. Jones explained:

I would- thinking of one [EL] student who really struggled with vowels. She

mixed up "a, e" "o, u", so I would ask her to refer to the alphabet that was in front

of her on the desk and I would say, "Oh that's not /o/ like octopus. That's /a/ like

"bat."" And I wouldn't tell her the letter, just tell her the sound and then she can

connect it to the picture of the bat on the paper that was in front of them. So that is

one way I would help them, try to come up with the correct vowel sound without

telling them of course.

This is an example of explicit feedback with technical linguistic assistance, in this

case a phonetic clue without explicitly telling the student the word in question that is in

the text. The student mixed up vowels of a word and the teacher explicitly pointed out

the sound produced by the student when she said "oh, it's not /o/…" and immediately

gave the sound of the letter of the word in the text for the student to hear.

Another example of an explicit feedback is just as seen in the term, explicit

correction, which is when a perceived error is indicated, identified to the learner and

provides the perceived correction (Lyster, et al., 2013; Lee, 2013; Cheatham, 2015).

When discussing what took place when an EL student read a word that was not in the

text, Ms. Ortiz expressed an example of when she provided such an explicit correction as

a type of feedback along with her reasoning for using this type of feedback as she

explained:

If I think that they really don't know the word or know what that is, then I would

stop and explain to them- "this is the word" and tell them what it means and relate

it to their lives and relate it to them.

In this example, Ms. Ortiz indicated that she thought the student did not know the word or the meaning of the word in the text; therefore she indicated what the word saying "this is the word" indicated that the student did not say that word from in the text for the student to learn as she provided a definition of the word.

In contrast, Ms. Johnson indicated that she provided what is termed as explicit feedback with providing meta-linguistic information. This type of feedback is when additional information about the word in question is given, without explicitly providing the exact word that is written in a text. When discussing how to assist an EL student saying a word with the suffix as addressed in a text, Ms. Johnson explained:

"Would I say [speaking to the EL student], "I jumped with a jump rope? Or would I say, "I jumps with a jump rope?" So I might give them two options again using something that they've heard outside at recess or they've heard me say or they've said to each other. Then, without explicitly telling them they said it wrong. They're figuring out, "oh should I say, "I plays" or "I played"?

In this example, had Ms. Johnson only repeated the student's same utterance, it would have been an implicit feedback as she only repeated the student's utterance with some stress on the word in question. However, she initially provided the correct form indirectly by then following it with the question, "Or would I say, "I jumps with a jump rope?" providing 2 options for the student to decide which way is the way that the teacher wants to hear. Thus, this feedback is more explicit with the information of suffixes in the example provided by Ms. Johnson.

There are 4 codes that were not included in this section because they did not fit in any of the categories. For example, Ms. Smith provided examples of how she would

allow her students to give feedback to each other. For this study, peer to peer feedback,

albeit important, is not within the scope of interest in this study. The following section

will discuss the results of the frequency of implicit feedback used during reading

instruction.

Implicit Feedback

In the theme of implicit feedback, 28 codes were included from all participants

who have indicated the use of implicit feedback. Eight out of 9 participants provided

examples of implicit feedback in order to help an EL with a reading instruction-such as

reading orally. The following section will provide several quotes from participants to

show a well-rounded view, or maximum variation of the types of implicit feedback used

as expressed by the participants. For this analysis process, to reiterate from chapters 1 and

2, implicit feedback is when feedback is provided covertly by the teacher-such as subtle,

passive, non-obtrusive delivery and/or indirect; perceived correction of student's error

including recasts, repetition, and clarification requests (Ellis, Loewen, & Erlam, 2006;

Lyster, et al., 2013; Cheatham, et al., 2015). It should be noted that there were no

indications of a repetition type of feedback used. Repetition is an implicit type of

feedback in which the instructor repeats a student's word or utterance with the perceived

error as a form of a question without a statement of the way the instructor may perceive

to be accurate (Lee, 2013; Hanh & Tho, 2018). The following quotes demonstrate

implicit feedback in the form of a recast, a recast with the use of a translation, a

clarification request. It should be noted that one code was removed from this theme as it

was unable to be determined by myself or an expert in the field of its implicitness vs.

explicitness.

When asked what would take place if an EL student did not read a word that was listed in a text, Ms. Smith, who initially indicated that she had never thought of feedback methods, indicated that she would never state that a student read something wrong. She further explained:

> If a student read something incorrectly, I would never stop and say, "No, it's this." I would restate what they read, but I would restate it correctly so that they can hear the correction. So yeah, that's what I would normally do when I have my ELs reading out loud to me. I will restate what they said but correctly.

This example explained by Ms. Smith is an example of a recast, which falls in the continuum of implicit feedback (Lyster, et al., 2013; Hanh & Tho, 2018). The reason this example was coded as a recast and sorted into the implicit theme is due to the manner in which Ms. Smith would have explained to the student as a reformulation of the student's word or phrase in a way that is stated in the text they've attempted to read. Additionally, Ms. Johnson did not overtly indicate to the student that what Ms. Johnson calls an "error" was made.

Similarly, Ms. Lopez, when reflecting on her experiences providing feedback towards first grade ELs reading words in a text, she allowed the use of the student's home language in order to assist with their reading. Hanh & Tho (2018) explained that translations are considered a form of a recast, which is an implicit type of feedback. This is evident when she described the following example of an EL student reading a noun before an adjective, which is common in her home language, Spanish. Ms. Lopez expressed:

So when they would say that, I would just repeat that phrase, and then I would

repeat it in English so that they can understand that translates to English for the

adjective before the noun. That always seems to help them, when they have their

basis in Spanish and then how that translates to English.

In this example, Ms. Lopez repeated the utterance made by the student, which

would have been a repetition type of feedback, however; she then followed with

reforming the utterance on how she felt it should be said in English, and the reformation

of the phrase without explicitly saying that a perceived error was made makes this

example a recast.

In contrast to Ms. Johnson and Ms. Lopez, when discussing the types of feedback

used during reading instruction, Ms. Stevens indicated examples of clarification requests

that she would implement as implicit feedback in conversations with ELs when

discussing texts that were read to ensure comprehension. This is evident when she

described an example of a clarification request:

Even with conversations with students, especially ELs, they'll say things like, "I

had<u>ed</u> of my violin lesson" or "I went<u>ed</u> to my violin lesson" and right there, "oh,

you went to your violin lesson?" and they'll be like "oh yeah, yes, yes. I went to

my violin lesson.

This example as indicated by Ms. Stevens is an example of a clarification request

in which she asked a question demonstrating that she did not understand the student's

utterance. She did not indicate that an error was made and asked the question, as she

used the phrase; "oh?" to allow the student to restate what was said in order to help the

teacher understand.

As previously mentioned, there was one code that was unable to be determined by me or an expert in the field regarding its implicitness and explicitness. This was an example provided by Ms. Johnson in which she explained that when an EL student read a word that did not match the word written in the text at hand, she described:

I always like to start with what they're doing well, acknowledging- even if it's just the formation of their hand listening to different sounds. I always want to start with something that they're doing well, something that they're good at and then suggesting well, "Let's look at it this way. Listen, look, and watch my mouth."

There is not enough information in this example to determine whether or not the teacher's perceived error made by the student was indicated explicitly. The statement, "Listen, look, and watch my mouth" is a prompt in which she could have reformulated the word in the text for the student to repeat without indicating the error; however, the "let's look at it this way" could have been an indication or it could have been Ms. Johnson's transition into her saying prompt. As a result, this code was not included solely in either implicit or explicit.

There are variations of implicit feedback used by the participants. Figure 2 demonstrates the frequency of the types of implicit feedback used by the eight out of 9 total participants. The following section will discuss the results answering the second research question on teachers' perceptions of feedback support for ELs.

Teachers' Perceptions of Feedback Support for ELs

The second research question focused on the perceptions that teachers expressed they had toward the provision of feedback for ELs during reading instruction. After looking at 6 categories- with 79 codes; categories were grouped together based on

similarities in a separate Excel spreadsheet. I combined categories that relate to each

other and looked for the major categories with the most codes to create the top resulting

theme to answer the second research question. These coding processes resulted in the

following theme: feedback perceptions, with the major categories being views on when to

give feedback, views on feedback as it relates to ELs feelings, and views on home

language use when giving feedback. The following section will describe in-depth the

results of the major theme that emerged in order to answer the second research question.

I provided quotes from participants for each sub category to present a well-rounded view,

or maximum variation from the individual interviews. Additionally, I included quotes

from the focus group interview to show corroboration of the points made by the teachers.

Feedback Perceptions

The major theme that resulted from the cycles of coding is the explanations of

teachers' views regarding the provision of feedback. This theme consisted of a total of 76

codes in 6 different categories. Nine out of the nine total participants expressed their

feedback beliefs when used toward ELs. After the 3rd round of coding, the 12 categories

were condensed together as most related to each other, totaling 3 major categories. After

color coding and sectioning off categories that relate to each other, the three major

categories in this theme are views on when to give feedback -totaling 26 codes; views on

feedback as it relates to ELs feelings -totaling 31 codes; and views on home language use

when giving feedback -totaling 16 codes. An additional 3 codes were not included as they

were found not to have similarities with the three major categories. Figure 3 shows the

different sub categories and how they were sorted into the major categories of this theme.

Figure 3

Coding Category Process for RQ2: Teachers' Views of Feedback

Emerging Theme		Views of Feedback 76 Codes			
Major Categories	When to give FB 26 Codes		ELs' Feelings 31 Codes		Home Language 16 Codes
Sub Categories from In Vivo Codes	Depends on Word 17 Codes / Comprehension 9 Codes		Don't make them feel wrong 20 Codes / Positive comments 11		Home language use 9 Codes / Translate if possible 7 Codes
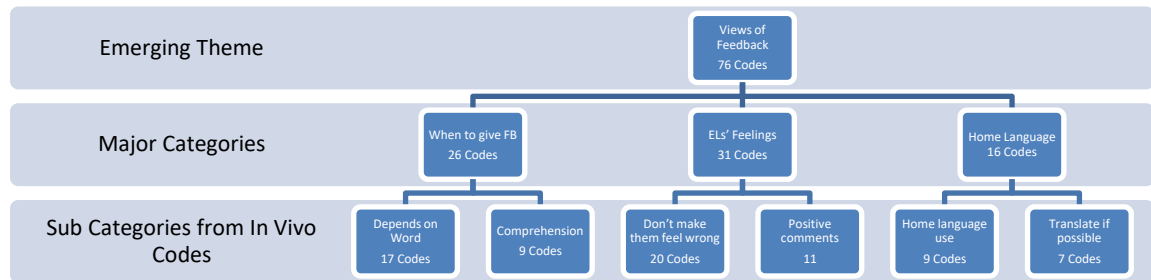
Views on deciding when to give feedback

Eight out of nine teachers explained instances on their views regarding how and when they decide to give feedback with a total of 26 codes. Below I provided three examples related to this major category- one from each of the three subcategories as indicated in Figure 2.

When asked when and how often feedback is provided to an EL or a group of ELs, Ms. Ortiz explained that it depended on the word. This is evident when she stated:

See with misreading, I think it depends on the word. I think there are certain words that I'll let go, if it's not important to what they're reading… If it's really just like a little, "to" for "the" you know, something like that, I let it go. I just ignore it because if I stop them then I'm afraid then the comprehension is going to get affected. So I'm more concerned with the comprehension. Obviously, if they

keep missing the word, that's like a different thing. But if it's like one simple,

little word, I don't correct it. I just let them go with it.

In this example, it seemed that Ms. Ortiz's perception on the provision of feedback is that feedback may not be helpful when teaching comprehension as it may get in the way by stopping the student's reading. This is evident in Ms. Ortiz's explanation as she stated she would "let it go" if she felt that the feedback would not have helped the student with comprehending the text they read. This is perhaps indicating that Ms. Ortiz prioritizes comprehension over accuracy of words being read.

On the other hand, when discussing how often feedback is provided to an EL or a group of ELs, Ms. Thomas explained that she was more focused on the timing of completing a reading task with an EL student. This is evident when she stated:

I do like I said, pick and choose like if I was going to knit-pick every single time

you left "s" off a word, I'd never get through a page, so I'd maybe address it once

or twice. So that would be it. If it really messed up meaning or if it was a

teachable moment for the whole group, but like I said, sometimes I just let it slide,

but sometimes I wouldn't.

In this example, it seems that in regards to how often feedback should be provided, Ms. Thomas perceives feedback to be too time intensive as she indicated that she'd "never get through a page" if she provided feedback to every word or part of a word that is missed. Ms. Thomas also indicated that she would "pick and choose" based on whether meaning or having a "teachable moment" was at stake, perhaps indicating that otherwise, feedback can be time intrusive. It seems that Ms. Thomas views feedback as a method to be used sparingly.

In contrast to Ms. Thomas and Ms. Ortiz, Ms. Johnson indicated that she focused on the objective of the task at hand to determine when or whether or not to provide feedback. When explaining how she went about supporting a student who made an oral response error to a comprehension question, she explained:

Right now, what I love is that he is trying to describe where they are. Grammatically, it's not correct, so I might just say something like, "Oh, the polar bears are on the ice?" Without making a noticeable correction because the goal is not about subject/verb agreement right now. The goal is to look at the main idea, what's happening in this picture? And so I'd push him to think a little further, "what does the polar bear look like?" "A polar bear has hair." And I might say, "Huh, do animals have hair or do animals have fur?" and it might dawn on him if we're looking at it, kind of feeling- well I guess we can't feel a polar bear; but looking closely at the fur, and he might say, "oh, he has white fur." So I'm giving him two options. I'm not telling him that its wrong- that animals don't have hair; which some do, but I'm giving him the two choices.

In this example, it seemed that Ms. Johnson perceives that providing explicit feedback may be harmful to students in which she stated that she did not explicitly indicate that anything was "wrong" to the student in this example. This happened twice when she said "without making a noticeable correction" and "I'm not telling him it's wrong" Instead, she gave options to perhaps encourage the student to reformulate the response on his own as her objective in this task is for the student to express the main idea of the passage read.

When provided with an example of a student reading a word with an ending that is not written in the text and asked what feedback could be done in order to assist that student, Ms. Smith- who initially expressed that she did not provide the term, "corrective feedback;" explained, ""I never thought about that…. Now that you're saying that I never realized there was a sound difference. So you just don't think about it. You know what I mean?" In this example, it seems that she perceived feedback as something that does not have to take place or to be a manner of scaffold that has to be done with the student, which perhaps may also indicate that she doesn't perceive a student's response when reading something that is not in the text as something that needs to be addressed or that needs immediate feedback.

In summary, it is evident from the teachers' quotes that views on the provisions of feedback may not always help with comprehension, can be time intrusive, could be discouraging to the students; thus, only use when it's needed in the objective of the lesson, and may not even be necessary to use. The following section will discuss the teachers' views on feedback as it relates to ELs feelings.

Views on feedback as it relates to ELs' feelings

Six out of nine teachers expressed that one of their goals when providing feedback is to make sure that English Learners do not feel discouraged from reading. Three teachers did not indicate or negate whether that was a priority. Below I provided three examples related to this major category- one from each of the two subcategories as indicated in Figure 2.

When asked about the kind of feedback that would be provided to an EL student who has read a word that wasn't written in the text, Ms. Gomez expressed that errors that

ELs make should not be called errors as she stated, "Every step is learning either language and able to be comfortable in making um, I, we would call them an error, but it's really a learning stepping stone I say." In this example, it seemed that Ms. Gomez perception of feedback as it relates to her ELs is that calling out the term, errors, when providing feedback may have a negative connotation, which may affect how an EL is feeling when receiving feedback.

On the other hand, when discussing ways in which feedback is provided, Ms. Stevens expressed that she would say something positive should be said first prior to giving further assistance to the EL. This is evident in her explanation:

I always try to at least give them something small and positive to start with because it is a struggling reader, you're constantly, you know, telling them you're doing something wrong, uh you don't, you don't want them to get discouraged, so you always want to say "that's a very good try, but let's look at it this way.

In this example, it seems that Ms. Stevens thinks about how her ELs may be feeling, which is evident when she stated, "You don't want them to get discouraged" thus; she offered a positive comment first, followed by her feedback. Perhaps, as seen in this example, Ms. Stevens' perception of feedback is that it could be harmful to students in terms of being discouraging. Therefore, she indicated that she would provide positive feedback first to address this issue.

Similarly, when asked what would be done if an EL needed assistance with comprehension in a text, Ms. Smith indicated that she would inform the student of something positive first. This is evident when she stated:

I was constantly giving you know, positive feedback and not just verbal-like

physical as far as my expressions or a thumbs-up. I would focus on the positives

before I explained that we needed to work on something else, I would always start

with what they're doing right and then kind of go on to what we need to work a

little bit more on.

In this quote, Ms. Smith's actions are similar to Ms. Stevens' actions in terms of

saying something positive as the perceived view that feedback affects ELs' feelings.

What makes this example different from Ms. Stevens is that perhaps Ms. Smith does not

feel that the student needs feedback in terms of being "corrected" instead, may perceive

that feedback is used to help the student learn the language, not that the student is wrong.

This is evident when she stated that she "would always start with what they're doing

right", perhaps meaning that a student's repertoire of language use is encouraged and

then she would just follow with feedback to assist with learning. Additionally, this

coincides with her initial statement that she does not call what she provides as explicit

feedback.

When discussing what feedback would be used when an EL does not know how

to read a specific word, Ms. Lopez expressed her views behind the kinds of feedback she

used in her teaching and explained:

"They're [her ELs] not going to be able to do that because they're so afraid to try.

So I think it's important to read the student and see what specific feedback is best

for them, but for her, for Jaime, that- we would often do that; do a choral read

together, and then I would have no problem stopping them, if I see them starting

95

to read and they're getting frustrated. "Let's stop and read it together one more time and then we'll try again.

In this example, Ms. Lopez indicated that she considered her ELs' feelings evident when she said, "they're so afraid to try." With what she expressed, this seems to indicate that her perception of feedback is that it needs to be responsive to individual students. This is evident when she further said, "it's important to read the student," which she would recognize how her students felt, thus contributing to her perception that feedback needs to be responsive.

To summarize, the teachers' views on feedback as it relates to ELs' feelings include the view that feedback can have a negative connotation when using the word, "error", feedback can be hurtful to students, providing feedback does not mean that the student is wrong, and feedback needs to be responsive to individual learners. The following section will describe the last major category in the theme of teacher's feedback perceptions, which is teachers' view on home language use when giving feedback.

Views on home language use when giving feedback

Six out of nine teachers expressed that they have used their EL's native language during their reading instruction as a means of support. Below I provided two opposing examples related to this major category along with an example from the Focus Group when discussing the use of students' home languages.

Ms. Gomez-who described herself as fluent in Spanish, explained, "I try at my best to kind of give the complete sentences in both languages at that time to have them repeat it may be first in Spanish and then let them repeat it in English as well." In this example, Ms. Gomez indicated that she would provide feedback in both the students'

home language and in English. This seems to indicate that Ms. Gomez perceives home language use is important when providing feedback as students should be learning in both languages. The importance of home language to Ms. Gomez is evident when she said, "I try my best."

This topic of the importance of home language use in feedback was further explored in the focus group interview when Ms. Thomas explained that:

I've had some conversations with some teachers about that that they can't communicate with them in the way that the student needs in order to really learn and understand and then there's just a level of frustration sometimes with that and um, also just you know, nobody likes to feel like you're not helping a student.

In this example, Ms. Thomas expressed how other teachers felt when they were unable to communicate with ELs in their home language. This seems to indicate that Ms. Thomas' perception of home language is that there really is a barrier in communication when teachers are unable to communicate with students in their home language.

On the other hand, when discussing if students are prompted to use their home language to describe something they've read, as much as Ms. Ortiz- who indicated that she did not speak Spanish; wanted to use students' home language to help support them, she stated:

The problem is that I might not know the word in Spanish. If I know the word in Spanish, I'll tell them the word in Spanish, right? But-or if it's a cognate; then that's perfect because then I can figure it out, but yeah that's a hard thing because if they say it in Spanish, they might be saying the wrong thing and I might not know that they're saying the wrong thing.

In this example, Ms. Ortiz expressed that she wants to use students' home language when needed; however, perhaps her view toward the use of students' home language is that she does not know if she can then determine if the student needs further feedback. This is evident when Ms. Ortiz stated, "they might be saying the wrong thing and I might not know that they're saying the wrong thing," which seems to indicate that despite the use of home language, Ms. Ortiz views that there is a "right and wrong" way to state a word.

The conformity here is that both monolingual and teachers who know their ELs' native language both try to incorporate it during their reading instruction; however, there are opposing views as to a student using their repertoire of language and the view of how to correct in the home language. The following section will discuss several themes in answering the third research question.

Factors Affecting Teachers' Perceptions and Practices of Feedback for ELs

The third research question focused on the perceived factors that teachers have on their views and practice of providing feedback for ELs during reading instruction. After looking at 227 codes and sorting into 20 categories, I condensed categories with similarities together in order to create three themes to answer the third research question. Although many categories overlap in answering more than one of the research questions, I have separated them to best present the results and findings for each question. As previously mentioned, the following themes resulted from the individual interviews: pedagogical strategies with the major categories being scaffolding and small group instruction, instructional obstacles, teacher's perception of ELs, and learning environment. The following section will describe in-depth the results of the major

themes- pedagogical strategies with the major categories being scaffolding and small

group instruction, instructional obstacles, teachers' perceptions of ELs, and learning

environments; that emerged in order to answer the third research question. . I provided

several quotes from participants in each section to show a well-rounded view, or

maximum variation from the individual interviews. Additionally, I included quotes from

the focus group interview to demonstrate corroboration of the points made by the

teachers.

Pedagogical Strategies

A theme that resulted from the cycles of coding is the use of pedagogical

strategies. This theme consisted of a total of 99 codes in 8 different categories. Nine out

of the nine total participants expressed a plethora of pedagogical strategies to support

their ELs. After color coding and sectioning off categories that relate to each other, the

two major categories in this theme are scaffolding-totaling 68 codes; and small group

instruction-totaling 31 codes. Figure 4 shows the different sub categories and how they

were sorted into the major categories of this theme.

Figure 4

Coding Category Process for RQ3: Pedagogical Strategies

Emerging Theme			Pedagogical Strategies 99			
Major Categories		Scaffolding 68 Codes		Small group 31 Codes		
Subcategories	Extended Time	Pre-teaching	Modeling	Scaffold based on language Proficiency	Group Based on Reading lvl	Virtual Grouping	In-Person Grouping
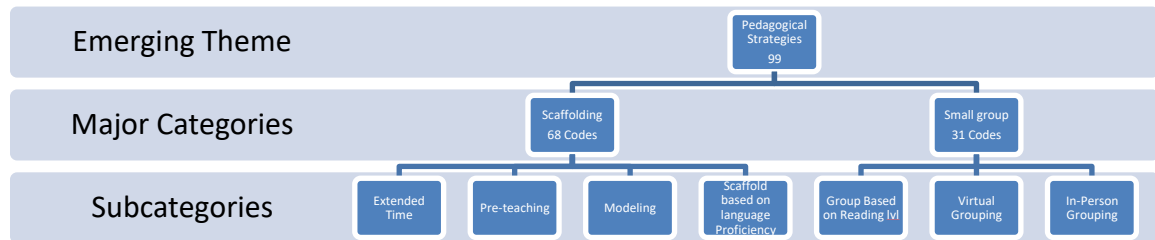
Scaffolding

These participants used a variety of scaffolding techniques in order to best support the ELs in their classroom. Nine out of nine participants expressed methods of scaffolding in order to support their ELs along with or in place of providing feedback, when students misread, misunderstood, or were unable to read a word/phrase in a text. The methods of scaffold varied demonstrating nonconformity in scaffolding techniques. Many resorted to their repertoire of scaffolding methods that ranged from taking additional time to complete reading tasks to providing supplemental materials. Below are excerpts from the transcripts demonstrating the range of scaffolding that took place in order to support ELs.

Ms. Stevens, in order to support her ELs, discussed how she would deviate from the scope and sequence of her reading program and spent additional time on reading lessons based on their needs. This is evident when she stated,

"A lot of times the reading curriculum that we're using wants to move a little too

fast, so I may take the lesson one that it gives me and maybe extend that into 2

days because that's what my students need."

Similar to Ms. Stevens, Ms. Gomez would also deviate from the reading

curriculum in order to assist her ELs as evident in her explanation, "so what I need to do

is maybe go back a little to the previous grade and pull information from there so that I

could sort of build a little more of a foundation" when asked about how what she does for

her reading instruction for ELs. Both teachers demonstrated the use of providing

additional time or a longer duration spent on a reading lesson as indicated in their reading

curriculum as needed in order to support their ELs.

On the other hand, Ms. Thomas described herself as a big believer in pre-teaching

for ELs in order for them to do well when they read aloud to her. When asked how to

support an EL student when making a reading a word that is not in the text, Ms. Thomas

expressed that in order to reduce the amount of feedback needed for the EL students, she

would pre-teach in order to give ELs a foundation before reading a book. She stated:

I have about 4 or 5 strategies that I teach them explicitly. So over time, look at the

picture, think about what makes sense, look at the uh, we do chunking- where you

see part of the word. Look at the whole word. We skip and go back to it.

Probably tap it out, is, would be another one, which is to segment the sounds and

so usually, as I'm modeling and teaching that-when I do in guided reading;

students would take turns reading out loud and when they did come across a word

that they either, didn't know and needed support to get through or misread,

typically, those would be one of the strategies depending on what it was.

In this example, it is evident that Ms. Thomas had a vast repertoire of scaffolding techniques in order to assist her ELs as needed with a focus on modeling the reading strategy first prior to prompting her ELs to use her recommended strategy in reading.

Another type of scaffolding task used in reading instruction is expressed by Ms. Johnson. To best meet the needs for her first grade English Learners, Ms. Johnson indicated that she made sure her ELs who were at an entering English language proficiency level received one-on-one instruction with a teacher assistant as well as with herself, in order to help build their foundational skills as needed. This is evident when she expressed, "My entering ELs were pulled out for one on one instruction with my assistant for letter sounds and pre-primer sight words and daily check-ins with me, one on one." This example shows that Ms. Johnson uses her knowledge of her EL's language proficiency level and the provision of individualized instruction by herself and the supporting staff in her class.

In summary, teachers ranged from providing additional time, pre-teach what they anticipate students may need, modeling, and one-on-one instruction were used as scaffolding methods in order to support ELs besides the use of providing feedback. The following section will discuss the findings of the second major category, small group instruction.

Small Group Instruction

The second major category was selected based on having the second highest number of codes in the theme of pedagogical strategies, with the first being scaffolding. Small group instruction was used in order to facilitate support for ELs. Nine out of the total nine teachers expressed that they performed reading instruction in small groups as

part of their instructional routine. More specifically, 5 out of the 9 teachers would create small groups based on the students reading levels, regardless if they are English learners or monolingual students. Three out of nine teachers expressed that ELs are grouped together in small groups based on the structure that the class consisted of only EL students. One out of the nine teachers conducted small group instruction where the ENL teacher would also push-in to the class and work with the EL students and the classroom teacher would work with another group. Descriptions of these examples are further discussed.

Ms. Johnson expressed that she preferred creating small groups based on reading level abilities as she can utilize the same scaffolding and feedback for the students who needed, regardless of English language ability. This is evident when Ms. Johnson responded with her reasoning as her format for small groups evident in the following statement:

Typically when we're in our leveled readers, we're in a small group and that small group is homogeneous and so my readers are on the same level and are doing very similar work. Using pictures support is not just an EL strategy, but it is a strategy that I would use with all of my students.

Similarly, when asked to describe her small group instruction, Ms. Miller indicated that she focused small groups based on reading level ability as well as she stated

Timothy [EL student] had reading difficulties so he was in one of the lower reading groups as far as guided reading with other students on his level in the class that did not go to ELL services."

In this example, Ms. Miller expressed that her EL student was placed in a reading group with other students "on his level" perhaps indicating that other students in the group may have the same needs as the EL student; however the EL student was pulled for EL services, thus receiving small group instruction with peers of similar reading needs and peers with similar language needs.

Similar to Ms. Miller, Ms. Ortiz explained that in her virtual instruction setting, she placed her ELs based on their reading needs in which she then grouped in her terms as low, middle and high. This is evident when she stated:

I didn't have an EL group; I had a lower group, a middle group and a higher group. So basically what I did for the most part it we would do vocabulary, pre-teach it, we would do picture walks, talk about it, discuss it.

However, during the virtual instruction that Ms. Ortiz performed in the beginning of the school year, she explained that her small group instruction was heterogeneous, meaning that they were in groups with students at varying levels of need in reading instruction. Furthermore, she had the task of giving students more responsibility to check on their group members in order to assist with limitations of small group instruction when virtual. This is evident when she explained:

I was always popping in and out [breakout rooms]. I wanted them to be in reading groups. I didn't want to have just one reading group and then have the others do independent stuff so I didn't stay with the groups for a very long time because I kept popping in and out of the groups. The one boy, James, like I told you, he was the strongest in the group so he did a lot of providing support and keeping everyone together and on track.

On the other hand, Ms. Lopez explained that she used small group instruction where the ENL teacher would also push-in to the class and work with the EL students while Ms. Lopez, the classroom teacher, would work with another group. When asked about how small groups were formed, Ms. Lopez-who had 4 ELs in her class; stated:

It depends upon their level. But it's a difficult question to answer. It depends upon their level but sometimes the ELs, unfortunately, tend to be the on the same level. They may be working on those foundational skills so if that's the case, then yes, they would all be in the same group. But just because they're ELs, I definitely don't put them all together.

In summary, it is clear that the use of small group instruction varied during virtual and in-person platforms, but the reasoning for group was the same for the majority, which is to group students in similar reading level who may have similar needs of reading support as seen in the various examples of small group instruction. The following section will discuss the results in answering the third research question with the major theme of instructional obstacles.

Instructional Obstacles

The second theme that resulted from the cycles of coding is how instructional obstacles affected how providing feedback was used in terms of timing, frequency, and type of feedback. This theme consisted of a total of 94 codes in 9 different categories. Nine out of the nine total participants expressed that they encountered instructional obstacles, which affected how and the timing of when teachers provided feedback to ELs. After color coding and sectioning off categories that relate to each other, the two major categories in this theme are difficult curriculum-totaling 44 codes; and time management

difficulty-totaling 50 codes. Various descriptions of these examples are further

discussed. Figure 5 shows the different sub categories and how they were sorted into the

major categories of this theme.

Figure 5

Coding Category Process for RQ3: Instructional Obstacles

Emerging Theme	Instructional Obstacles 94 Codes
Major Categories	Difficult Curriculum 44 Codes / Time Management 50 Codes
Subcategories	Too Difficult / Need supplemental / Unfair tasks for students / Extended time / Not enough time / Structured Timelines
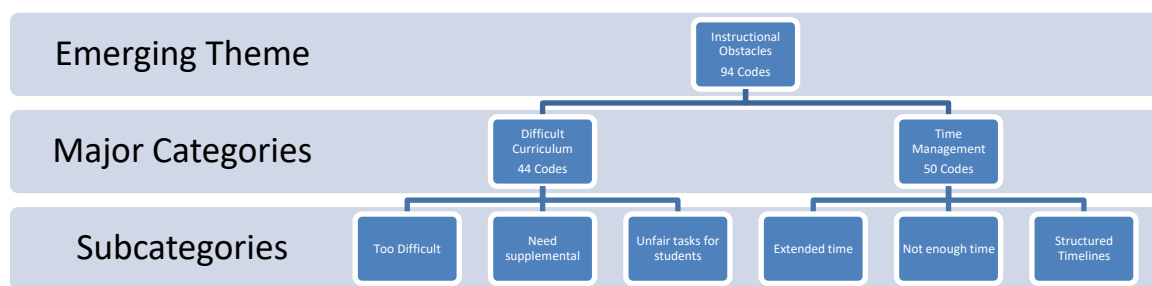
Difficult Curriculum

When discussing reading curriculums, Ms. Lopez expressed that the structured

curriculum may be affecting how material is being taught to students. There is more to

just following the reading curriculum by seeing how students are learning and what they

need if they're not grasping the material. This is evident when she explained:

> Their [other teachers'] mindset is, "I have to teach this and this." … and this is
>
> what I'm gonna' say this and now I'm gonna' say this" not thinking about, well
>
> how did your students respond to how you started and what kinds of things are
>
> they saying? Do you need to provide corrective feedback because they have a

misunderstanding? You know you just can't keep moving forward if the children are not understanding what you're teaching.

In this example, it seems that Ms. Lopez feels that teachers may be limited by the scripted or inflexibility of reading programs when ELs are not showing understanding of the material being taught. Similarly, Ms. Thomas also expressed her feelings about the structured reading program that she had to follow. She stated:

> I'm not a fan of reading programs, ever. In 22 years of teaching, so I will reprise by saying, that I have a bias against them because I feel like we squeeze the kid into a box instead of trying to get the box that matches the kid and any reading series is going to be like that because that's just what it is. You know, in the old days, we would, they use to try to make it hard, medium, and easy books, that's still only 3 levels."

On the other hand, Ms. Ortiz expressed her reservations toward the reading program because of its level of difficulty. She explained:

> It [Reading Program] was totally difficult. The kids didn't know what was going on. You know, the reading, some of the questions were insane and some of the expectations. So I think that- I got so caught up in just making sure that, "do they understand this? Did I teach this okay? Okay, who do I need?" If I did pull, it wasn't an ELL pull; it was a "lower kid."

Ms. Johnson also stated her opinions of the reading program she had to implement with her class when she expressed, "This is a really tough program for ELs. The storylines are complicated. The characters are complicated. There's no repetition in these stories."

To help with supplement the material of Ms. Miller's reading program, she expressed that she uses her own material to supplement her reading instruction as she stated:

> I don't like going with them [Reading Program] telling us, "read the story every single day of the week and have a reading comprehension test that has nothing to do with the story." So I like to focus on the skill and use various different texts, whether it be whole class, individual, or small group.

In this example, it is evident that Ms. Miller uses several resources to support the reading skill instruction that she has to teach with a reading program that she does not agree with.

Time Management Difficulty

Ms. Stevens found that the pace of the reading curriculum mandated by her school district moves at a rapid pace, causing her to adjust the length of her lessons in order to meet the needs of the English Learners in her class. Here is what she expressed when asked about her feedback planning in her lessons:

> …the reading curriculum that we're using, wants to move a little too fast, so I may take the lesson one that it [Reading Program] gives me and maybe extend that into 2 days because that's why, that's what my students need.

She further alluded that time constraints are what kept her from providing every student in her class of ELs as she stated, "I think the most challenging is trying to make sure that every student gets feedback, whether due to time- usually it's due to time; I wouldn't be able to reach each student."

Similar to Ms. Stevens, Ms. Ortiz also finds herself under time constraints due to the many demands of the reading curriculum. Her limited time affects her practice of feedback. This is evident when she expressed her experience teaching reading instruction remotely:

It was such a different kind of year. I didn't have the opportunity as much to provide feedback like I said, because I was always popping in and out. I wanted them to be in reading groups. I didn't want to have just one reading group and then have the others do independent stuff so I didn't stay with the groups for a very long time because I kept popping in and out of the groups.

On the other hand, Ms. Thomas discussed the struggles of supporting ELs while not spending too much time on particular skill as she stated:

There's always that the tricky place of not wanting to let the kids fall behind and so there's always this push to keep the train moving yet, you're literally- because the basic skills, the foundational skills that are necessary; so often get rushed.

However, Ms. Gomez's effort to build a stronger foundation for her ELs often left her falling behind in her curriculum. She expressed that she struggled to find the time to complete all of the lessons that she has to cover in her reading curriculum. Here is an excerpt from that discussion:

So what I need to do is maybe go back a little to the previous grade and pull information from there so that I could sort of build a little more of a foundation and move into my series so my colleagues and I could never really follow a set schedule because I am, I tend to be maybe a month behind everyone due to the deficiencies and the foundational skills I need to put in place before.

When discussing time constraints and pressures of assessments, Ms. Smith stated that:

"Okay today we're doing statements and tomorrow we're going to do questions."

It was just let's focus on one and then focus on the other and um I just felt it was

too, too fast paced and I know it's the type of thing where we can pick and choose

what we want to do but at the same time, I don't know. I just felt like it was too

much. Too much.

These examples are evidence that teachers struggled with time constraints, thus

affecting their pedagogical repertoire inclusive of providing feedback, when assisting

students during reading instruction. The following section will discuss the results in

answering the third research question with the major theme of teachers' views of ELs.

Teachers' Perception of ELs

The third theme that resulted from the cycles of coding is how teachers'

perceptions of ELs influenced their support instruction. This theme consisted of a total of

66 codes in 5 different categories. Nine out of the nine total participants expressed their

perception of ELs, which affected teachers' reasoning in providing feedback as well as

other support to ELs. After color coding and sectioning off categories that relate to each

other, 3 codes were removed as they did not relate to the major categories. The major

categories in this theme are: EL's perceived background experiences- totaling 21 codes,

teacher assessments- totaling 20 codes, and perceived disadvantages of ELs- totaling 23

codes. Figure 6 shows the different sub categories and how they were sorted into the

major categories of this theme.

Figure 6

Coding Category Process for RQ3: Teachers' Perceptions of ELs
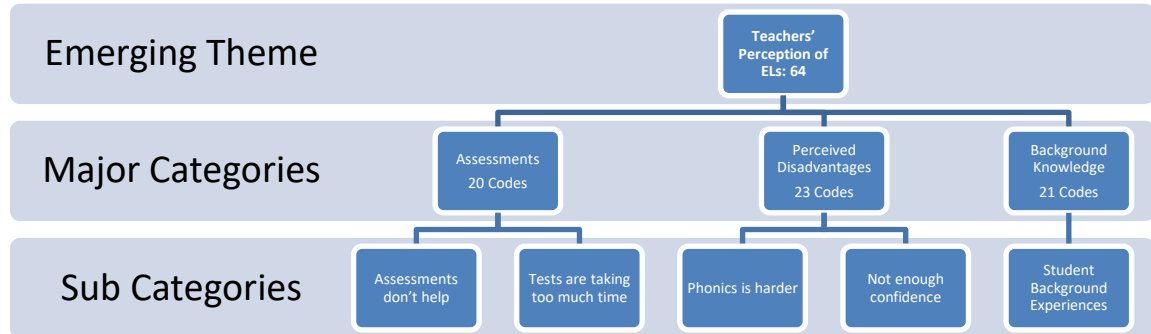
EL's Perceived Background Experiences

The first major category in the theme of teachers' perception of ELs focused on the background experiences. Six out of the nine teachers discussed their perceptions of ELs' background knowledge. This is important to consider when comparing teachers' preferred feedback methods to what they perceive ELs capabilities. When asked about what the most challenging task was in providing feedback during reading instruction, Ms. Gomez expressed that, "the students in my particular setting are not coming into school with many experiences."

Ms. Smith expressed that she focused on building background knowledge in order to help her ELs with any misunderstandings they have in reading instruction. When asked about how she communicated with the ELs in her classroom, she explained:

> If they were confused about certain things, um, I would ask them questions about
>
> things that they may have already known to try and form like a relation between

the two- I don't know if that's making sense. But something that they might be

familiar with that was similar to what we were talking about or what we were

reading about to give them a better understanding of it.

In this example, it seems that Ms. Stevens views background knowledge to be

especially helpful for ELs in order to assist with their learning in reading instruction.

Similar to Ms. Smith, Ms. Ortiz indicated that she believed that ELs' background

knowledge can affect the level of support with their reading instruction. This is evident

when she explained:

I think a lot of times, not all the time, but a lot of times, their [ELs'] level in

English is really tied to their reading level in English. Their ability to speak and

understand and how far ahead they are, and how long they've been speaking

English for, and what's it like at home-do they have older siblings? And I think,

for Allister, my high kid, I think, he has that older sister in the home, so I think

he's been exposed to English for longer than probably Stephen has been exposed

to English. So I think that the higher kids- I don't find that they need it as much-

like all the content level vocabulary. Like Allister has been able to look at it and

figure it out. And the other thing is vocabulary and teaching ELs, a lot of the

stuff- the other kids have the same struggles. It's not just the ELs that have that

struggle.

In this example, it seems that Ms. Ortiz has a similar perception to Ms. Stevens in

regards to background knowledge as far as language learning. This is evident when she

said, "what it's like at home-do they have older siblings" perhaps indicating that those

situations assist with language learning. Ms. Ortiz may also have a perception that

scaffolding for ELs may be similar to the scaffolding that students who struggle in reading may have.

On the other hand, it was discussed that teachers should also have their classroom background knowledge when it came to knowing their students in terms of when or how to provide feedback. This is evident when Ms. Lopez stated:

I think it's important to read the student and see what specific feedback is best for them, but for her, for Jaime, that- we would often do that; do a choral read together, and then I would have no problem stopping them, if I see them starting to read and they're getting frustrated. "Let's stop and read it together one more time and then we'll try again.

The findings in this section suggest that teachers have their views on the importance of background knowledge but also there is a view that teachers should have background knowledge of the ELs in their classroom to best assist them with scaffolding in reading. The following section will discuss the findings of the second major category in teachers' perception of ELs.

Teacher Assessments

The second major category in the theme of teachers' perception of ELs focused on teachers' own classroom assessments, totaling 20 codes. Eight out of the nine teachers discussed their perceptions of their own use of assessments to determine the needs of their ELs in reading instruction. Ms. Miller explained which form of assessment she preferred to inform her of how to support the EL student in her class. She stated:

I would say that using Running Records is a little bit more helpful because I do hear as far as the decoding and encoding with how the student is approaching

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words and putting it into sentences to then understand what he is reading. So I would say that's a little bit more of a fair assessment but in general, I use more so, and everyday approach where I see him doing in the classroom whether it be with me [or] independently.

In this example, it seems that Ms. Miller viewed certain assessments to be helpful when determining the reading ability of her EL student; however, it is not the only assessment she used in order to see how her EL student is doing in reading. This is evident when she claimed that she also used "an everyday approach" to assess her EL.

Another viewpoint on teachers' assessments of ELs is described by Ms. Stevens. When discussing how she can determine the growth of her ELs, she expressed a story of an EL in particular:

He [EL student] loved to share his answers and he's a very good student and to his friends. He would love to help. But when it came time for a test, he would feel the pressure and he would get struggle, actually he wouldn't do so good on the test but would do very well in the class-with the classwork. So that, you know, I feel like there has to be a balance between how much a test is weighed vs. what they can perform with you.

In this example, it seems that Ms. Stevens views assessments as being harmful to students as it can make them nervous or stressed, thus, causing them not to do their best efforts. To overcome this, Ms. Stevens would also use classwork to assess her ELs in reading as evident when she stated "he [EL student] wouldn't do so good on the test but would do very well in the class-with the classwork."

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On the other hand, Ms. Johnson uses tiered activities in order to assist her ELs in their reading performance. In this example, Ms. Johnson expressed that she considered the EL's language proficiency level when measuring tasks in reading instruction. This is evident when Ms. Johnson explained:

If they're describing a situation, if they're describing a picture, that would be a sense of mastery for an entering EL. For more of transitioning, emerging EL will be able to fill in the blank and choose between a word that has the correct ending.

In this example, Ms. Johnson's view of assessments is that it should be based on the language proficiency abilities of her ELs. Overall, teachers' views of assessments include using an "everyday approach," to not solely use assessments as it can be harmful to the EL, and that assessments should be geared to EL's language proficiency. The following section will discuss teachers' views on disadvantages that ELs may have.

Perceived Disadvantages of ELs

The third major category is the theme of teachers' perceptions of ELs' disadvantages, totaling 23 codes. Eight out of the nine teachers discussed their perceptions of ELs' disadvantages. When discussing challenges of the previous school year, Ms. Jones expressed:

I don't want to generalize or group people together ever but I find at times, the ELL students speak low, very low because they don't have the confidence and their speaking ability at this point in their language development and now throwing a mask on top of that and then a mask on top of us, it just, it made it a little harder for them then it normally would be.

In this example, it seems Ms. Jones views ELs as not having confidence in their speaking skills. This is evident in her statement above; however, she does note that she does not want to generalize her view for all ELs.

Similarly to Ms. Jones, Ms. Thomas also expressed her views on some difficulties that ELs may have. When discussing implicit ways of providing feedback in order for ELs to learn, Ms. Thomas expressed her view:

I think phonics; it takes a little bit longer for ELs. I think that sometimes their own accents- depending on where they are- if they're speaking with accents, they're not able to tap and pronounce it. They'll get there but it's a strategy, but, so you have to really, you got to know your kid. You have to know your learner.

In this example, it seems that Ms. Thomas' view of ELs is that it may take them longer to acquire phonics because of their possible accent. This is evident when Ms. Thomas stated "sometimes their own accents… they're not able to tap and pronounce it" indicating perhaps that ELs need more time, thus Ms. Thomas provides that additional time as support for her ELs with the possibility of demonstrating her language ideology toward pronunciation.

Lastly, another varied viewpoint of ELs is the level of confidence that can be instilled with ELs as it was expressed by Ms. Lopez. When discussing how other instructors may provide feedback for ELs, she stated:

They [other teachers] provide that immediate corrective feedback where they [ELs] don't know the word "seed," "Seed!" and then keep going. Where I think with ELs- with all students; but especially with ELs, it's really important to have as much conversation as you can back and forth with them to build those language

skills and to provide them with a huge support system and like I said I think

confidence is half the battle, if not, more than that. And even if they know it, if

they don't have the confidence to try and take that risk and feel in a comfortable

learning environment, then they're not going to do it.

In this example, it seems that Ms. Lopez's view is that EL's confidence is vital for

their language learning and her view is that the way to build their confidence is for

teachers to have conversations with them and make them comfortable. This is evident

when she stated," it's really important to have as much conversation as you can back and

forth with them to build those language skills" in order for students to have a great

amount of support to further encourage language learning as well as in oral reading.

The varied teachers' viewpoints of ELs' disadvantages reflect the need to discuss

how to address ELs' needs in reading instruction. The following section will discuss the

third theme that arose from the data in answering the third research question.

Learning Environment

A fourth theme that resulted from the cycles of coding is how the learning

environment affected how feedback was produced in both in-person classroom and

virtual instruction settings. This theme consisted of a total of 67 codes in 6 different

categories. Nine out of the nine total participants expressed examples and moments of

how the learning environment- whether it was in-person or virtual, affected how and

when teachers provided feedback to ELs. After color coding and sectioning off categories

that relate to each other, the 2 major categories in this theme are virtual environment

obstacles-totaling 29 codes; and in-person instruction obstacles-totaling 36 codes as 2

codes were removed from the major categories as they were not similar to them. Figure 7

shows the different sub categories and how they were sorted into the major categories of this theme.

Figure 7

Coding Category Process for RQ3: Learning Environment

Emerging Theme		Learning Environment 65			
Major Categories	Virtual Instruction Obstacles 29 Codes			Instruction Obstacles 36 Codes	
Sub categories	Not ideal distance learning	Distractions	Need for digital resources	Teaching both settings with few help	Limited resources for teachers and students	Distancing protocols affected small groups
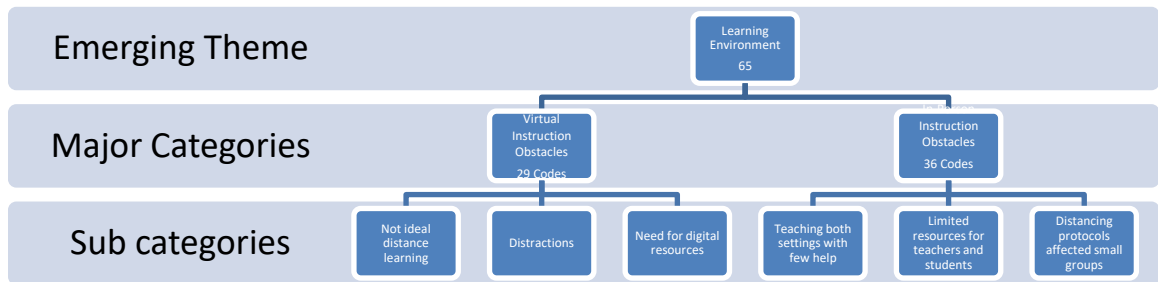
Virtual Instruction Obstacles

Eight out of nine teachers encountered situations in which remote instruction was necessary for either being assigned to teach remotely, following a hybrid method, or because of other factors causing remote teaching to be put in effect for a period of time. Ms. Gomez, who taught in both remote and in-person settings, expressed that the environment of students at home was not conducive for learning to take place. This is evident when she indicated, "A lot of the children were in a home with many other children who were being watched by one particular adult and noise levels were through the roof."

Additionally, Ms. Ortiz expressed reservations toward teaching in a virtual setting as opposed to in-person instruction as she explained:

When I had them in front of me, it was a lot easier that I could pre-teach the vocabulary, and then once we got in, go back into the vocabulary, doing picture walks, and talking about "Oh, let's take a look at this page, what do you think is going on here? Have you ever done that? Do you know what this is? Do you know what that is?" You know, going through it all and then pre-teaching and then revisiting, I didn't do that as much because I had to do four groups simultaneously.

As indicated by Ms. Ortiz, it seems that she was unable to perform her pre-teaching tasks as much as she would have if she had the students in-person as opposed to virtual instruction.

On the other hand, when teaching remotely, Ms. Lopez indicated that she would find supplemental resources to assist with the challenges of teaching virtually. This is evident when she explained:

Sometimes that [non-EL friendly read aloud] makes it even more challenging for the children to understand the words but we would always provide the book first for them to listen to. And then depending upon obviously what we were working on, to post that instruction and then sight words. We would always try to always put a song in there because that of course makes it much more enjoyable for the kids and really that repetition of course, and by singing it, encourages their learning so we would provide that also.

Based on her statement, it seemed that certain virtual resources were "not EL friendly" thus she would have to find other supplemental resources to assist her ELs during virtual instruction.

Ms. Stevens, who taught both in-person and virtual settings, expressed that she rather have all of the students present in her classroom in order for her to give them feedback and support as she indicated:

I had my whole group, my, I had 7 kids in my class in person, and the other 12 would be virtual [remotely] so, if I was helping somebody on the other side of the room, I could hear one of my other students on the computer, "Mrs. Stevens, I need help. I finished my work. Can you come check?" So I gotta' run back here and check their work. Um, so I would rather, if it was, if all of them were back, then yes I would feel better just walking around the classroom and quickly giving them their feedback.

This topic was further explored in the focus group interview when Ms. Stevens further explained that:

When I had everybody virtual, I just sat and my computer and quickly looked through everybody's assignments and it was- I feel like I was able to create certain times throughout the week when I can actually sit down with students. But once we came back to the classroom, the time management became an issue.

In this example, Ms. Stevens struggled with managing both in-person and virtual instruction simultaneously, which seems to indicate that it affected her time support and providing feedback to students as she stated, "I can actually sit down with students. But once we came back to the classroom, the time management became an issue."

There was non-conformity in the virtual environment protocols amongst the 8 teachers due to various reasons mentioned above- unconducive home environment for learning, switching pedagogical strategies to a virtual setting, seeking online sources that

are EL-friendly, and managing teaching both virtual and in-person students simultaneously. Although many expressed that they preferred for students to be present in the classroom, many teachers found obstacles in the in-person classroom setting which will be discussed in the following major category.

In-person Instruction Obstacles

Eight out of the nine teachers did in-person instruction during the 2020-2021 school year whether it was by assignment, with a hybrid method, or as available based on the circumstances related to COVID. Ms. Miller described the challenges of having students sitting distanced apart in order to follow the CDC guidelines and mandated requirements of the school district she worked in. Ms. Miller explained that, "the children are in general, separated 6 feet apart. This year, was trickier so it would be-when we did reading groups; even children that were let's say on a G, I wouldn't meet with that whole group at one time."

Similarly, Ms. Stevens' reading instruction was also affected in the in-person classroom setting as she explained:

> There was supposed to be six feet between each desk. And usually I would prefer to my class, my desks in clusters maybe 5 clusters. But this time we were in rows and we were about 4 seats in each row. The kids were separated from each other. I could not do my small groups in tables.

Ms. Jones also indicated that the distancing affected her ability to provide feedback as she stated that, "the fact that we had to keep social distancing, you couldn't be right next to a student, to hear them pronounce a letter or a sound or even a word."

Additionally, when discussing different types of feedback approaches, Ms. Jones explained that:

In normal circumstances, I would definitely do partner work. Explain what I would want them to do beforehand and I would walk around observing the partners and assess in that manner but since we could not do that this year, that was not, uh, not possible.

Another obstacle evident in the in-person classroom setting was the lack of resources that could be used due to safety guidelines. For example, Ms. Johnson expressed that "we [people in the classroom] were told not to share books." Additionally, when discussing tools to use to assess students, Ms. Johnson explained that:

We didn't have it [Fountas and Pinnell assessments] digitally to use with our students so even doing an initial assessment to figure out what level a child was very difficult. How do you give a child feedback if you don't know exactly where they are in their reading work? I found that to be a huge challenge in the beginning of the year.

Ms. Lopez also found limitations in resources during in-person instruction as she explained:

With reading also that was very difficult because we didn't send books home, like we normally do, we weren't allowed to do that. So when we would normally be sending and where we could send them and maybe a bilingual book, or just Spanish books so that the families could read to them in Spanish. We weren't able to do that so they didn't have that home support for the reading instruction and

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that piece of it was very challenging. I think that definitely impacted their reading

level.

These examples coincide with codes from the focus group interview in which Ms. Miller explained:

Because of Covid we really didn't have paper copies of the books and as I had

discussed with you, I was using an online program so it was easy to use the IPad,

while the child- the children can have it on their I-pads and we could discuss

using pictures and looking at specific words to break it down, so being in the

classroom I found it pretty easy and just like normal like a regular year, except the

fact that we couldn't really do groups. But on an individual level, I found it very

manageable and the feedback between me and the student was fine.

In this example, Ms. Miller indicated that she managed to provide feedback individually between her and her EL, but also experienced similar challenges of not having enough paper books, and not being able to sit in small groups.

In summary, both virtual instruction and in-person instruction had obstacles in which teachers had to alter their feedback approaches in terms of frequency and manner in which they were used.

Summary of Results

Overall, the themes that emerged in attempt to answer research question #1, *what are current elementary teachers' practices of effective feedback toward English Learners in Kindergarten through Second Grade during reading instruction* consisted of explicit feedback and implicit feedback with explicit feedback being used the most. The second research question, *what are elementary teachers' perceptions regarding providing*

feedback toward English Learners, consisted of the following associated theme: teachers'

feedback views, which were then broken down into 3 major categories- views on when to

give feedback, views on feedback as it relates to ELs feelings, and views on home

language use when giving feedback. Lastly, the third research question, *what factors*

affect teachers' perceptions and practices of providing feedback toward elementary-aged

English Learners, resulted in the following related themes which include pedagogical

strategies, instructional obstacles, teacher's perceived English Learner abilities, and

learning environments. Discussion and implications of these findings will be discussed

in the following section, chapter 5.

CHAPTER 5: DISCUSSION

The purpose of this study was to explore the phenomenon of teachers' practices and perceptions of providing feedback toward English Learners in grades k to 2. Data was collected from semi-structured in-depth questions, as well as from a focus group interview. Over the course of 2 separate coding analyses, one structural and one unstructured, each with 4 cycles of coding and recoding, sorting, categorizing, and ultimately creating themes, several implications were found in order to provide insight for administrative leaders, district policies, professional development programs, as well as reading programs. This chapter provides a summary of the findings, which include discussion related to the research, findings through the lens of sociocultural theory, implications, as well as limitations and direction for future research.

Summary of Findings

This qualitative study included 9 participants of which 3 of the 9 also participated in a semi-structured focus group interview. The semi-structured in-depth interviews and focus group interview took place over the virtual platform, Zoom, in order to comply with restrictions and precautions established by the Center of Disease Control. With the use of structured and unstructured coding, the following themes found from the analysis stage: for research question #1, *what are current elementary teachers' practices of effective feedback toward English Learners in Kindergarten through Second Grade* consisted of explicit feedback and implicit feedback; for research questions #2, *what are elementary teachers' perceptions regarding providing feedback toward English Learners*, included teachers' feedback views, which were then broken down into 3 major categories- views on when to give feedback, views on feedback as it relates to ELs

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feelings, and views on home language use when giving feedback; and for research

question #3, *what factors affect teachers' perceptions and practices of providing feedback*

toward elementary-aged English Learners, included the following related themes which

include pedagogical strategies, instructional obstacles, teacher's perceived English

Learner abilities, and learning environments. The following section will discuss the

interpretation of the findings through the lens of Vygotsky's sociocultural theory.

Discussion of the Findings

With the three research questions guiding this study, each of the 9 participants

shared their practices of feedback throughout the various changes that took place during

the 2020-2021 academic school year. The data produced from the semi-structured

individual interviews as well as the focus group interview provided evidence for the

following themes: explicit feedback, implicit feedback, teachers' views on provisions of

feedback, pedagogical strategies, instructional obstacles, teachers' perceptions of ELs,

and learning environment. The following section will discuss the meaning as a result of

the findings of each theme through the lens of sociocultural theory.

Explicit vs. Implicit Feedback

The first theme provided the most amount of codes of teachers when describing their

feedback practices. Nine out of nine teachers explained instances and/or examples of how

they have provided or would have provided feedback with their English Learners. The

feedback practices within the theme of Explicit Feedback range from metalinguistic cues,

explicit corrections, and elicitations. For the sorting of codes in RQ1, Lyster, Saito, &

Sato's (2013) continuum of implicitness and explicitness was used as a range to

determine and sort the 79 codes into the appropriate category. The results in chapter 4

demonstrated that the use of explicit feedback was more dominant based on the feedback

continuum by Lyster et al. (2013) discussed in chapter 2. These findings seemed

conflicting to what 5 out of the 9 teachers expressed- that they either did not like to call

out errors and/or say that students were "wrong;" yet, explicit feedback was indicated by

the participants to be used the most during reading instruction.

According to Li, et al. (2016), explicit feedback seemed to be more effective than

implicit feedback, yet, there is evidence demonstrating that the use of recasts and other

prompts implicitly are also effective. In contrast to explicit feedback, implicit feedback

codes- which totaled 28 codes; were substantially indicated less than explicit feedback

codes. Additionally, within the theme of implicit feedback, the majority of the implicit

codes were recasts, totaling 10 codes, in which 3 were used with translation to the

students' home language. These findings coincide with what has been stated in research

in which teachers should use recasts as it is a more discreet method of feedback that does

not interrupt communication (Erlam & Loewen, 2010; Jacobson, 2015).

The views of the majority of the teachers were focused on several factors,

including how the students would feel being corrected, to celebrate learning opportunities

and not call out what was termed as errors, and to provide a great deal of modeling to

encourage students to self-correct their reading miscues, yet they indicated the most

examples of feedback in the explicit range. Coinciding with encouraging students to self-

correct, research has shown that there is an association between the ability for students to

what has been termed as "self-correct" or reformulate their miscues and demonstrating

growth in reading achievement when used as an intervention (Johnson, et al., 2020). In

terms of RQ1, it is evident administrators and school leaders need to offer professional

development opportunities for teachers-with English Learners in their class; to see how different types of implicit feedback can be provided to encourage students to reformulate their miscues through means of clarification requests, recasts without identifying the error(s) made, and repetition.

With the lens of socio-cultural theory, it was great to explore that the teachers are providing a support learning environment for the students by using the knowledge of the students to determine which feedback would work best; therefore combining that with a greater repertoire of implicit feedback approaches can provide teachers with a greater range of feedback approaches to best match the students' needs. After all, it's the teachers who are the ones who know the students the most. Reasons for the use of certain types of feedback were explored in the second research question, *what are elementary teachers' perceptions regarding providing differentiated feedback toward English Learners,* which the theme of views will be further discussed in the following section.

Feedback Views

In theme #3, regarding teachers' feedback beliefs, nine out of nine participants expressed their own protocols of when to provide feedback for English Learners. The major categories of this theme include views on deciding when to give feedback, views on feedback as it relates to ELs' feelings, and views on home language use when giving feedback. Overall, the participants' quotes demonstrated that views on the provisions of feedback may not always help with comprehension, can be time intrusive, and are perceived to be possibly discouraging to the students. With this, the participants indicated that they only provide feedback when it's needed in the objective of the lesson. In addition, many expressed that the feedback support is given depending if the word that

was misread does not affect the meaning of the text. These results coincided with Lyster et al. (2013), which stated that teachers had a preference of not addressing all miscues, just the ones that obstruct communication, which is referred to as "disruptive miscues" (Goodman, et al., p. 214, 2016).

In the excerpt of Ms. Johnson's interview session seen in chapter 4, she expressed that focused her feedback depending on the task at hand or goal of the reading procedure. For example, she explained that her EL student made a grammatical inaccuracy but expressed a comprehension statement from the text as a result of answering her comprehension question; she would not address the grammatical inaccuracy and instead, only focused on addressing the comprehension error. She then described her metalinguistic feedback and provided the EL with a choice of two options in order to assist the EL in understanding the content that was read. Ms. Johnson was selective in what to provide feedback for depending on the task at hand for her students.

Similarly, Ms. Ortiz's example in chapter 4 demonstrated that she also picked and chose when to give feedback; however, she prioritized comprehension and only provided feedback when the meaning of a text was affected. This is important to consider as Goodman et al. (2016) stated that reading cannot effectively take place without understanding what is being read. The various views of when and how feedback should be provided vary in the sense that the timing and execution are made by the teacher and in the moment. This is similar to what has been stated by Dresser 2012, that "it is best to focus only on errors that change the meaning of the word" (p. 48) as it may reduce the amount of feedback that learners receive as they are reading. Furthermore, the results demonstrated that teachers had a preference for addressing feedback that only impeded

communication, in order to limit interruptions and maintain students' motivation (Lyster, et al., 2013). With this in mind, teachers' two main apprehensions concerning the implementation of providing feedback include interrupting the form of communication between teachers to students and causing language anxiety of the learner due to receiving instant feedback from the teacher.

On the other hand, Ms. Gomez's language ideology or her belief of about language (Razfar, 2005) was evident when she stated that she did not like to call errors as errors but instead, "learning situations" in which she provided support for language learning, but did not consider any error made by the student. Based on what she indicated, perhaps she agreed with the language ideology that her EL student did not make an error; instead the use of their language repertoire took place in order to best express themselves. Ms. Gomez indicated that did not call out the reading miscues in front of the class during whole-group instruction; however, if a student read a word that was not written in the text, she would prompt the EL students to look at the word again and as a group, in order determine the word in the text. In that case, the teacher used an opportunity to use what she termed, "a learning stepping stone" or a teachable moment, along with the support of classmates to use strategies to figure out a word that is in the text. In addition, it seemed that Ms. Gomez indicated that she perceived providing feedback may have a negative connotation, which may affect how an EL is feeling when receiving feedback.

Additionally, in the results for RQ2, Ms. Smith provided an example of her feedback as being filled with positivity. She expressed that before she provided support, she would initially offer a positive comment, as her view of feedback seemed to have

been perceived as it could affect the feelings of ELs receiving that feedback. Views of when and what to provide feedback are also based on the teachers' ideological viewpoint of language (Razfar, 2005) and based on the need to promote language learning (Gurzynski-Weiss, 2016). Furthermore, it was evident that in the views of eight out of the nine teachers, they took into consideration how the learner may respond when receiving feedback. This coincides with what has been stated in research in which elementary teachers of the early elementary grades may be sensitive to learners' emotional needs when providing feedback (Cheatham, et al., 2015).

Lastly, the view of using home language in feedback was explored, as it was another major category in this theme. Ms. Gomez expressed an example of when she would provide feedback in both the students' home language and in English. This perhaps indicated that Ms. Gomez perceived the use of home language as vital when providing feedback as students should be learning in both languages. The significance of home language to Ms. Gomez is apparent when she said, "I try my best." Taking her view of using students' home language, she may have known that the ELs did not know the meaning behind the word or phrase in question and used her ability to speak Spanish-which was her ELs' home language; to translate the word in Spanish in order for the students to understand the word means as well as how to say the word in English. With the lens of sociocultural theory, this teacher used ELs' home language to promote learning through the social exchange with both the teacher and the students. More specifically, problem solving took place when the teacher used the student's emerging language capabilities while using their home language background. Additionally, this coincided with Ballinger et al. (2011) which explained that students with Spanish as their

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home language are compelled to speak more with others in their home language to encourage language practice.

In the theme for RQ2 regarding teachers' views of making sure the students do not feel like they're wrong, four out of nine participants indicated that they did not like to use the word "error" or make students feel like they are wrong. Instead, they expressed that they chose to either use positive comments first or use the opportunity to make a "learning situation" as stated by Ms. Gomez in order for students to learn from what they've read. Dresser (2012) stated that students may feel anxious, which could affect their oral reading ability. This is important to consider as "corrective feedback is a normative practice for English teachers, yet very few teachers are aware that sometimes explicit but more often implicit consequences of such practices, especially dominant linguistic populations" (Razfar, p. 12, 2010). Perhaps it is time to change the term "corrective feedback" to supportive feedback or as Dresser (2012) termed, "coaching feedback" (p. 48). Additionally, this finding also implies that the term "error" should be replaced with the term "miscue" as a miscue is not viewed as an "error" made by the student (Goodman, et al., 2016).

Teachers' views are important to consider as it influences their actions in the classroom (Torff & Murphy, 2020). In order to best support teachers of English Learners, this section provided several implications for school administrators to provide support for teachers of English Learners in terms of support staff, who can assist students with their home language. Furthermore, professional development opportunities need to be provided focusing on planning on the frequency and manner of providing feedback to

ELs with guidelines and techniques to add to teachers' current repertoire of techniques and procedures to promote continuity amongst different schools.

Pedagogical Strategies

In the fourth theme of chapter 4 and used to answer research question #3, *what factors affect teachers' perceptions and practices of providing feedback toward elementary-aged English Learners,* resulted in the following related themes which include pedagogical strategies, instructional obstacles, teacher's perceived English Learner abilities, and learning environments. Participants have expressed using a variety of scaffolding techniques in order to support their ELs with the demands of their reading curriculums. Aside from providing feedback, which is a form of scaffolding (Lyster, et l., 2013), other scaffolding techniques ranged from providing a substantial amount of visuals for ELs, pre-teaching vocabulary, chunking, to modeling reading strategies for ELs to use in when reading difficult or unknown words to avoid misreads. Research demonstrated that providing feedback is only one of the many ways to scaffold and support ELs along with other factors such as the environment and learning tasks (Cheatham, et al., 2015).

Additionally, more than half of the participants indicated that they perform reading instruction in which they would provide the most feedback is during small group instruction. Teachers ranged from grouping ELs together based on language proficiency level to grouping ELs with monolingual students based on reading level. Ms. Gomez expressed she was tasked with finding resources to help her students catch up to the reading skills seen with students in mainstream classes while facing time constraints. She also stated that if she found that students need more time in a lesson, additional feedback

and practice were provided in order to ensure that students retained the reading skills taught. On the other hand, Ms. Johnson determined her pedagogical strategies and objectives of her ELs based on their English Language Proficiency. This was evident when she expressed that she made sure her ELs who were at an entering English language proficiency level received one on one instruction with a teacher assistant as well as with herself, focusing on simple verbal responses while her transitioning ELs completed more involved tasks in terms of higher order thinking. It should be noted; however, three out of the nine teachers did not indicate that they used small group instruction.

The use of small groups is important as students can receive additional support (Cassady, et al., 2018). More specifically, in guided reading instruction, teachers have to plan targeted reading strategies for small groups of readers (Bourgoin & Bouthillier, 2021). These pedagogical strategies were discussed as teachers expressed other methods of support to help prepare students to read orally whether in whole-group, small group, and/or one-on-one instruction. The use of these scaffolding techniques and small group instruction may have been used in order for students to read successfully, thus not having the need of receiving as much feedback when oral reading. Furthermore, It has been stated in research that teachers may be concerned with ignoring words that students read that are not written in text for the sake of not embarrassing students (Jacobson, 2015) therefore; pre-teaching, scaffolding, and small group instruction may help alleviate the need for providing feedback.

Instructional Obstacles

Teachers have expressed instructional obstacles within the areas of time

constraints, difficult curriculum, as well as the challenges in the learning environment, of

which is discussed later in this chapter. As seen in the results, nine out of nine teachers

expressed instructional challenges seen in theme #5 and theme #7, totaling 94 codes.

One of the major instructional obstacles discussed is that the curriculum is too difficult

for English Learners, who already need additional support and feedback during reading

instruction. This claim should be further investigated in future research as classroom

observations by researchers help determine where the difficulty is coming from, the

curriculum set forth by districts or could it be the possibility that teachers need more

support in classes with ELs present. Findings from Torff & Murphy (2020) demonstrated

that teachers of ELs gave higher ratings of interest of less challenging tasks for ELs.

With this being said, school districts should consider the input of teachers when

selecting reading programs to use as they are the ones in the classrooms teaching the

content to the students, providing them feedback, and see first-hand, what works and

what does not work. Furthermore, teachers should be provided with resources so that

small group instruction may be implemented regardless of the circumstance of virtual or

in-person instruction. With this input from teachers of ELs, administrators and other

school district members can select reading programs that work best to promote equity for

ELs, in addition to other implications previously discussed.

Time Constraints

Theme #4 and theme #5 demonstrate the various obstacles that teachers endured

when teaching English Learners during the 2020-2021 school year. Ms. Stevens

expressed that she used scaffolding and feedback as needed throughout her reading lessons. Based on the needs of her ELs, she may spend time working on a particular reading skill, providing feedback to students for more time than she anticipated, longer than what pace of her reading program demands, ultimately causing her to fall behind in lessons. Moreover, when it came to assessments, Ms. Smith found herself looking at the assessments and teaching the skills that are required from those assessments in attempt to meet her deadlines. These time constraints affected the amount of content taught as certain lessons of the required curriculum were skipped for the purpose of meeting mandated assessment deadlines.

Resulting from the interviews, 8 out of 9 participants experienced time constraints in their reading instruction. The lack of time management caused some participants to pick and choose certain reading lessons while skipping others in an attempt to save time and catch up with their demands of deadlines due to scope and sequences and/or assessments timelines. Having inadequate time to cover the material expected of them affects the available time these teachers have to provide effective feedback with reading skills that are skipped in their reading instruction. On the other hand, the one participant who did not express time constraints was Ms. Jones. Despite working with a scripted reading program, she stated that she was never worried about not finishing a lesson plan and if students needed more time on phonetic practice, she would provide that time as it will ultimately help ELs with their reading instruction.

When making decisions in selecting reading programs and/or planning scope and sequence of content that has to be taught, school administrators need to take into consideration the amount of time that teachers of ELs need in order to help ELs build a

strong foundation, catch-up to their grade level peers, or become accustomed to a new culture, in order to plan a realistic and feasible schedule for teachers in order for them to plan their feedback and support during reading instruction.

Teachers' Perception of ELs: ELs need more

As evident in theme #6, teachers indicated their perceptions that ELs are in high need of support during reading instruction for reasons including limited background knowledge, language barriers, as well as struggles of starting to attend a new school, live in a new home, or reside in a new country. It is evident that the participants are aware of the many obstacles that English Learners face. It is important for this information to be addressed by school district leaders, teachers, support staff, as well as community members in order to create a welcoming and engaging learning environment for students to learn through back and forth interactions with their surrounding care, as explained in sociocultural theory, to promote a supportive learning environment. This resonated with Reyes and Azaura's (2011) findings that learning takes place when children's background knowledge is used with their surrounding resources in order to make new learning experiences. The following section will discuss the findings of obstacles in the in-person learning environment.

In-person Instruction Obstacles

As seen in chapter 4, the learning environment was a contributing factor to the amount of times and in the manner in which feedback was provided to ELs. Nine out of the nine teachers expressed challenges whether they taught in-person and/or virtual instruction. For in-person instruction, Ms. Miller expressed how her students were 6 feet apart and made small group instruction, where she provided feedback in guided reading,

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became difficult to do. Similarly, Ms. Jones also expressed difficulty when teaching

students in an in-person setting as safety and distancing restrictions also provided

challenges. Ms. Jones expressed, "I found it difficult to hear the students correctly and

for them to hear me correctly with the mask on" when it came to phonetic prompting and

tapping out sounds during reading instruction. Difficulty in hearing can affect the

accuracy of when to provide feedback if the ability to determine if a miscue was made is

misunderstood. Within the lens of social-cultural theory, the exchange between teachers

and students is vital in order for learning to take place (Lantolf & Thorne, 2006).

Similarly, Ms. Smith expressed that, "social distancing was probably one of the

biggest challenges this year as far as giving them feedback," as she could not group

students together for small group instruction due to the safety regulations that were

recommended by the CDC and mandated in her school district. An implication from this

data is for district leaders and administrators to provide recourses to support the

challenges now evident in small group instruction. The following section will discuss the

findings of obstacles in the virtual learning environment.

Virtual Learning Environment Obstacles

Virtual instruction also provided many challenges for teachers and affected the

way in which they provided feedback for their students. Reportedly, 8 out of 9 teachers

used some form and duration of virtual instruction. Ms. Stevens expressed that she had

difficulty seeing all of her students when she taught virtually using Google Classroom as

a virtual platform. She expressed that those students who had their cameras off made it

difficult for her to make an informal assessment as to whether or not she needed to

provide feedback. In addition, Ms. Ortiz had trouble navigating through the virtual

platform in a way that would best allow her to work with small groups. She described her attempts to provide small group instruction virtually:

> I would take my other kids for 20 minutes but we were still on Google Classroom, and the kids would come back. I don't know. I guess- I don't know. I think I just couldn't figure out how to navigate it.

As the use of technologies are becoming more common, it is important for school leadership to provide teachers with feasible remote learning platforms where teachers can focus on their instruction rather than how to navigate a virtual platform. It is also helpful to provide resources for teachers to enhance their methods, strategies, practices, and skills tactics of these new forms of literacies-as seen in newly adapted virtual learning platforms; in order for them to focus on actual instruction (Roswell, Kress, Paul & Street, 2013). In addition, there is an evident need for more professional development and for teacher preparation programs to provide guidance for teachers to effectively provide feedback through various platforms. In addition, it is imperative for current teachers to receive professional development virtual learning platforms so that when they teach, they can focus on their instruction rather than the process of figuring out how to use their virtual platforms. This theme also provided several implications for teacher preparation programs, to provide opportunities for teachers to explore remote and virtual learning platforms prior to the start of their years in service. Furthermore, professional development on feedback techniques that can be flexible and transferrable to other learning environments will help support teachers in providing the feedback that ELs need.

Implications Summary

The reported results of explicit and implicit feedback use demonstrates the need for administrators and leaders to provide professional development on more implicit feedback approaches as teachers indicated the use of explicit feedback more than implicit feedback, despite their language ideologies. This is evident when several teachers expressed viewing the terms "corrective" and "errors" as negative and perhaps avoided. The perceptions of teachers toward ELs require additional research (Rizzuto 2017) and the information from these findings will contribute to the literature with the focus on feedback approaches specifically toward elementary-aged English Learners. In addition, the findings of this study, which explored the phenomenon of teachers' perceptions and practices of providing feedback for English Learners, will inform district leadership and educators of the need for teacher preparation programs to address the needs of teachers as well as the population of English Learners, reading program companies, and support for teachers during these challenging times. Moreover, the key findings are transferable to school districts with a high population of ELs in other states as other states are also experiencing these challenges (Cassady, et al., 2018). Furthermore, the nonconformity found in the participants' language ideologies in terms of viewing what needs to be "corrected" and what are considered "errors" to instead, viewing when students need teacher feedback support with their miscues, should be addressed in educator training and preparation programs.

State Policy

The implementation of the newly revised New York State Next Generation Standards provided guidance for reading instruction objectives that all students are tasked

to achieve, including English Learners. These standards assert that "it is very important to meet the needs of the "whole child," recognizing that a well-rounded education, positive learning environment, strong home-school connection, and high expectations all contribute to student success" (NYSED, p. 7, 2017). This change coincides with this study's theoretical framework regarding the importance of students' learning environments; however, it does not specify teacher to student feedback approaches recommended to use during instruction. State and district policy expectations of providing feedback is important for teachers to either begin or continue to use feedback approaches differentiated based on the needs of their ELs to support them with the changes in NYS standards. Guidance of effective feedback approaches during reading instruction will help professional development experts and teachers plan their feedback effectively whether in small group sessions, guided reading sessions, conferring with ELs, and whole group reading instruction. The findings of this study will contribute in supporting the diverse needs of English Learners and ultimately lead to closing the academic achievement gap.

Limitations

There are several limitations in this study. First, due to the restrictions set forth by the Center of Disease Control (CDC), there were limitations in the classrooms in both in-person and virtual classroom settings, thus teachers indicated that they had to change their feedback approaches in order to adapt. Due to the challenging times of the Pandemic, I was unable to observe the teachers in action providing feedback to their English Learners. However, the data presented in this study are from the teachers' reported views as they recollected their experiences providing feedback in reading

instruction during the 2020-2021 school year through the use of individual semi-structured in-depth interviews as well as the focus group interview. This study offered the participants a platform in which they shared their feedback experiences and had their voices honored. Furthermore, teachers of ELs have expressed many challenges in virtual and in-person instructional settings aside from how it affected their feedback practices. Lastly, another limitation in this study is that all of the participants were female. There were no male participants thus affecting the transferability of the results for male teachers.

Direction for Future Research

As previously mentioned, teachers had to adjust to the changes in teaching platforms due to the restrictions set forth by the CDC guidelines during the Pandemic. It is beneficial to conduct a study in the future in order to see how teachers' feedback approaches differ when the school resumes to a form of normal in terms of less or alleviated distancing restrictions in order to see if there are changes in feedback practices. For example, it was evident in the results that explicit feedback practices occurred more often than implicit feedback practices. Would the frequency of these practices differ if there were less changes or restrictions in the classroom environment? This potential follow-up study will contribute to the existing data that resulted from this current study. In addition, as a method to address one of the limitations of this study, a future study with a recruitment of male participants would be beneficial in order to increase transferability of the findings.

Moreover, an additional option for future research that is beneficial for the existing literature is to further investigate how teachers provide feedback to English

Learners with participant observations as teachers can describe their feedback practices, but observing their actual practices may differ from what they report. This future study may have implications as well for the possibility that the teachers' views of their feedback practices may not be reflected in their tangible practices-such as the results seen in the research from Kartchava, et al. (2018). Conducting this study with the same participants is ideal to further triangulate the data, but a different set of participants will also increase transferability. Lastly, it is beneficial to see from the eyes of the observer as to what teachers perceive as a miscue- as it provides evidence of a readers' insight and previous experience in comprehension (Goodman, et al., 2016) as well as how or what the teachers would term as a miscue or an inaccuracy that effects the EL's understanding of the text and needs teacher feedback. This information will be used to further triangulate this study's findings as well as be part of a new study with a focus on teachers' language ideologies.

Conclusion

The study's analysis of the themes, which were: explicit feedback, implicit feedback, teachers' feedback beliefs, pedagogical strategies, instructional obstacles, teachers' perception of ELs, and learning environment; will provide school administrators and leaders with important information in order to address the needs of providing updated professional development for teachers, updated teacher preparation programs, as well as in the selection of updated reading programs that would benefit ELs. Furthermore, providing teachers with opportunities to self-reflect on their feedback practices with English Learners through the lens of language ideologies is also beneficial. The data from this study contributes and expands the existing literature regarding

teachers' provisions of effective feedback with a focus on early elementary-aged English Learners during reading instruction. This study also provides insight for teachers of similar educational background and years of experience as the participants of this study in terms of transferability. Lastly, it is my hope that this study will increase awareness of feedback experiences of teachers of English Learners in the younger elementary grades.

APPENDIX A: ST. JOHN'S QUALTRICS QUESTIONNAIRE

Section One: Preliminary Questionnaire

Please enter your first and last name: _____

1. Are you currently a certified elementary school teacher teaching grades K, 1, or 2? YES or NO

2. Do you have English Learners (ELs) or Multilingual Learners (MLLs) in your classroom? YES or NO

3. Do you teach ELA (English Language Arts), reading, or literacy blocks to ELs or MLLs? YES or NO

4. Are you willing to participate in an interview to contribute your valued teaching experiences with ELs for a qualitative study? YES or NO

5. IF "YES" to all of the above, please continue to the following section.

Section Two: Demographic Information

1. **Please select the highest level of education you have completed:**

   1) BA/ BS

   2) MA/ MS/ M.Ed.

   3) Advanced Certificate in Bilingual/TESOL/ESL/ENL Education

   4) PhD/EdD

   5) Additional Education In-Service Credits offered by district of employment

2. **How many years have you served in the field of education?**

   a. 0-5

   b. 6-10

  c. 11-15

  d. 16-20

  e. 21+

3. How many years have you taught English Learners?

  1) 0-5

  2) 6-10

  3) 11-15

  4) 16-20

  5) 21+

4. How many English Learners (ELs) or Multilingual Learners (MLLs) do you currently teach?

  a. 1 to 5

  b. 6 to 10

  c. 11 to 15

  d. 20 to 25

  e. 26 to 30

  f. none

5. What is your gender?

  a. Female

  b. Male

  c. Non-Binary

  d. Prefer not to say

6. What is your ethnicity?

a. Caucasian

b. African American

c. Pacific Islander

d. Asian

e. Native American

f. Hispanic

g. Prefer not to answer

APPENDIX B: INDIVIDUAL IN-DEPTH INTERVIEW QUESTIONS

Directions: **Introduce yourself. Briefly explain what the study is about and how the insight of the participant will contribute to the data collection. Ask again for consent to be recording prior to beginning the in-depth interview questions.**

Interviewer Speech: "*You may refuse to participate or withdraw at any time without penalty. For these interviews, you have the right to skip or not answer any questions you prefer not to answer. You also have the right to request to not be recorded and withdraw from the interview at any time.*"

1. What brought you to want to be a teacher for ELs?

    1. *Then follow up with*, how is your experience with providing feedback to ELs during reading instruction?

2. What are your thoughts regarding communication between yourself and ELs in your classroom during your reading instruction? Please give an example.

3. Which type of feedback do you feel most comfortable using during reading instruction and why? (*Interviewee may have to give examples*).

4. Describe a typical reading lesson in which you plan to provide feedback for an EL. What does that look like? *Prompt if needed then follow up with*, How did you scaffold your feedback for your EL? Would it have been different for a student who is fluent in English? Why or why not?

5. To what extent does your feedback plan reflect what you actually teach in your classroom? Please give an example. *(Tell me more)*

6. What has been the most challenging task for you when providing feedback toward ELs during reading instruction? Please give an example.

*<u>Note</u>: Questions are subject to change depending on the content that is revealed in the interview. To maintain a steady flow, interview questions may be modified in order to get sufficient information from the interviewee.

APPENDIX C: FOLLOW-UP SEMI-STRUCTURED INTERVIEW QUESTIONS

Follow-up Semi-structured interview questions to be used to dive more in-depth:

 In-Depth Interview Guidelines: <u>Directions</u>: Use these questions during the in-depth

interviews in order to gather more details about the experiences that the

participants share. Use these questions as needed.

6. Please share a recent story of an instance when you provided feedback toward an EL during a reading lesson.

7. Please share your example (artifact) of how you provided feedback toward an EL during a reading lesson- such as oral reading or guided reading.

8. (*After participants shared their stories*) Did your EL show improvement in the feedback you've provided? Why or why not? How do you know?

9. What are your thoughts about the various ways we can provide feedback for ELs? Please share some examples.

10. Are there any additional stories you'd like to share about your experiences providing feedback for ELs during reading instruction?

*<u>Note</u>: Questions are subject to change depending on the content that is revealed in the interview. To maintain a steady flow, interview questions may be modified in order to get sufficient information from the interviewee.

APPENDIX D: FOCUS GROUP INTERVIEW QUESTION GUIDELINES

Focus Group Interview Question Guidelines:

Directions: Reintroduce yourself. Briefly reiterate what the study is about and how the insight of the participants will contribute to the data collection. Ask again for consent to be recording prior to beginning the focus group interview questions.

Interviewer Speech: "*You may refuse to participate or withdraw at any time without penalty. For these interviews, you have the right to skip or not answer any questions you prefer not to answer. You also have the right to request to not be recorded and withdraw from the interview at any time.*"

6. Take a look at a reading lesson plan that you brought or a reading lesson plan that you plan to use in the future. Is feedback evident in your plans? Why or why not?

7. Can you explain how you plan on providing feedback with an EL?

8. What is your reaction to the way your colleagues provide feedback?

    a. Why do you feel that way?

9. How comfortable do you feel providing feedback for ELs?

10. (If needed, depending on the context and expertise of the teachers) What do you feel you'll need to enhance your scaffolding skills in providing feedback for ELs?

*Note: Questions are subject to change depending on the content that is revealed in the interview. To maintain a steady flow, interview questions may be modified in order to get sufficient information from the interviewee.

APPENDIX E: EMAIL REQUESTING PARTICIPANTS

Dear Participant:

You have been invited to take part in a research study to learn more about how teachers provide feedback to English Learners. This study will be conducted by Michelle Cerbone, Department of Education Specialties, St. John's University, as part of her doctoral dissertation work. Her faculty sponsor is Dr. Audrey Murphy, Department of Education Specialties, at St John's University.

If you agree to be in this study, you will be asked to do the following: Take part in an interview to help the researcher understand the types of feedback you provide to your English Learners during reading instruction. Your interview answers to the interview questions will be recorded in writing using the virtual password-protected platform, Zoom. Participation in this interview will involve a minimum of fifty minutes of your time to complete.

***Kindly fill out this questionnaire to see if you are eligible to participate in this study. Thank you.

☐ ST. JOHN'S QUALTRICS SURVEY LINK

Federal regulations require that all subjects be informed of the availability of medical treatment or financial compensation in the event of physical injury resulting from participation in the research. St. John's University cannot provide either medical treatment or financial compensation for any physical injury resulting from your participation in this research project. Inquiries regarding this policy may be made to the principal investigator or, alternatively, the Human Subjects Review Board (718-990-1440).

Confidentiality of your research records will be strictly maintained by removing your name and any identifiers will be replaced with a pseudonym. Consent forms will be stored in a separate location from the interview documentation and will be stored in a locked file. Your responses will be kept confidential with the following exception: the researcher is required by law to report to the appropriate authorities, suspicion of harm to yourself, to children, or to others. Your responses will be kept confidential by the researcher.

Although you will receive no direct benefits, this research may help the investigator understand the various types of feedback that elementary school teachers provide to English Learners. Participation in this study is voluntary. You may refuse to participate or withdraw at any time without penalty. For interviews or questionnaires, you have the right to skip or not answer any questions you prefer not to answer.

If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Michelle Cerbone, michelle.bejarano07@stjohns.edu, St. John's University 8000 Utopia Parkway, Queens NY, 11439 or the faculty sponsor, Dr. Audrey Murphy, at murphya3@stjohns.edu, St. John's University, Sullivan Hall 4th Floor, 8000 Utopia Parkway, Queens NY, 11439.

For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chair digiuser@stjohns.edu 718-990-1955 or Marie Nitopi, IRB Coordinator, nitopim@stjohns.edu 718-990-1440.

Thank you for your time.
Sincerely,
Michelle Cerbone
michelle.bejarano07@stjohns.edu

APPENDIX F: PARTICIPANT CONSENT FORM

ST. JOHN'S UNIVERSITY

<u>Teacher Consent Form</u>

Dear Participant:

You have been invited to take part in a research study to learn more about how teachers provide feedback to English Learners. This study will be conducted by Michelle Cerbone, Department of Education Specialties, St. John's University, as part of her doctoral dissertation work. Her faculty sponsor is Dr. Audrey Murphy, Department of Education Specialties, at St John's University.

If you agree to be in this study, you will be asked to do the following: Take part in an interview to help the researcher understand the types of feedback you provide to your English Learners during reading instruction. Your answers to the interview questions will be recorded in writing using the virtual password-protected platform, Zoom. Participation in this interview will involve a minimum of fifty minutes of your time to complete. You may be invited to a second interview for clarification purposes and/or for the focus group interview.

Federal regulations require that all subjects be informed of the availability of medical treatment or financial compensation in the event of physical injury resulting from participation in the research. St. John's University cannot provide either medical treatment or financial compensation for any physical injury resulting from your participation in this research project. Inquiries regarding this policy may be made to the principal investigator or, alternatively, the Human Subjects Review Board (718-990-1440).

Confidentiality of your research records will be strictly maintained by removing your name and any identifiers will be replaced with a pseudonym. Consent forms will be stored in a separate location from the interview documentation and will be stored in a locked file. Your responses will be kept confidential with the following exception: the researcher is required by law to report to the appropriate authorities, suspicion of harm to yourself, to children, or to others. Your responses will be kept confidential by the researcher.

Although you will receive no direct benefits, this research may help the investigator understand the various types of feedback that elementary school teachers provide to English Learners. Participation in this study is voluntary. You may refuse to participate or withdraw at any time without penalty. For interviews or questionnaires, you have the right to skip or not answer any questions you prefer not to answer.

If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Michelle Cerbone, michelle.bejarano07@stjohns.edu, St. John's University 8000 Utopia Parkway, Queens NY, 11439 or the faculty sponsor, Dr. Audrey Murphy, at murphya3@stjohns.edu, St. John's University, Sullivan Hall 4th Floor, 8000 Utopia Parkway, Queens NY, 11439.

For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond

DiGiuseppe, Chair digiuser@stjohns.edu 718-990-1955 or Marie Nitopi, IRB Coordinator, nitopim@stjohns.edu 718-990-1440.

You have received a copy of this consent document to keep.

<u>Agreement to Participate</u>

Yes, I agree to participate in the study described above.

_____   _____
Subject's Signature   Date

APPENDIX G: IRB APPROVAL

ST. JOHN'S UNIVERSITY

Federal Wide Assurance: FWA00009066

Jun 15, 2021 12:11:33 PM EDT

PI: Michelle Cerbone
CO-PI: Audrey Murphy
Education Specialties

Re: Expedited Review - Initial - **IRB-FY2021-483** *Teachers' perceptions, views, and practices of effective feedback during reading instruction with English Learners in Kindergarten through Second Grade*

Dear Michelle Cerbone:

The St John's University Institutional Review Board has rendered the decision below for *Teachers' perceptions, views, and practices of effective feedback during reading instruction with English Learners in Kindergarten through Second Grade*. The approval is effective from June 14, 2021 through June 13, 2022.

Decision: Approved

PLEASE NOTE: If you have collected any data prior to this approval date, the data must be discarded.

Selected Category: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Sincerely,

Raymond DiGiuseppe, PhD, ABPP
Chair, Institutional Review Board
Professor of Psychology

Marie Nitopi, Ed.D.
IRB Coordinator

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