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Teachers' Experiences of Applying Transcaring Strategies with Secondary English Language Learners in Online Spaces

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Walden University

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Walden University

College of Education and Human Sciences

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Rosa Haydee Addis

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Walden University
2024

|

Abstract

Teachers' Experiences of Applying Transcaring Strategies with Secondary English

Language Learners in Online Spaces

by

Rosa Haydee Addis

MPhil, Walden University, 2023

MA, University of South Carolina, 2017

MA, Interamerican University of Puerto Rico, 2006

BS, University of Puerto Rico, 2001

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

November 2024

Abstract

English language learners (ELLs) have struggled with learning a new language and content online within the U.S. school system. The research problem on which this study was based was that because ELLs have unique cultural and linguistic challenges while learning online, a better understanding of teachers' experiences of how transcaring strategies are applied in online learning spaces for secondary ELLs was needed. The purpose of this basic qualitative study was to explore teachers' experiences of applying transcaring strategies with secondary ELLs in online spaces. Garrison's community of inquiry was the conceptual framework, in which the research question related to the experiences of teachers of ELLs and how they set the climate, selected content, and supported discourse to provide transcaring strategies in online learning spaces. Interview questions aligned with the research questions, framework, and transcaring strategies and were conducted with secondary ELL teachers. Data were analyzed through a multilevel thematic analysis process. The key findings show that teachers used transcaring strategies to create an online environment with open communication focused on students' individual and cultural needs to encourage students to participate and learn. Teachers also focused on students' personal interests to help students create a connection to new content by using their native language as a scaffolding tool and for brainstorming purposes. The results of the study may provide teachers and stakeholders with examples of strategies to ensure the success of ELLs in online courses. The study may contribute to positive social change by providing potentially improving learning environments for ELL and may contribute with their online learning success.

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Dedication

I dedicated this accomplishment to three very important pillars of my life. The first one is my mom, Haydee Muñiz. She is no longer here; however, her strength will always be a part of me. She always knew that I was more than what I was becoming. She wanted the best for me and thrived to always provide so that we could have the best opportunities available. You did not get to see me cross any of the higher education stages to receive my degrees, but you are always with me every step of the way.

Secondly, my late uncle Aparicio Muñiz, who was a distinguished educator in our community. You always made me feel loved and proud of the path I had chosen. I looked up to you as a role model and an inspiration. Even though you are no longer with us, you will always be my shining light.

Finally, to my husband, Terry Addis. You received the best and the worst moments of my journey and stood by me even when the bad outweighed the good. You wiped my tears and celebrated my victories. I always knew I wanted to pursue my doctoral degree, but if you had not pushed me to go for it, it would probably would still be a part of my dreams and not my reality. You kept me grounded while lifting me up. You are my rock.

This is for you.

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Chapter 1: Introduction to the Study

The topic of this study was English language learners (ELLs) and online learning spaces. The research problem on which this study was based was that because ELLs have unique cultural and linguistic challenges in learning online, a better understanding of teachers' experiences of how transcaring strategies are applied in online learning spaces for secondary ELLs was needed. The purpose of the study was to explore teachers' experiences of secondary ELLs in applying transcaring strategies in online learning spaces. To explore teachers' perceptions, I interviewed high school teachers who had experience with online teaching of ELLs.

The basic qualitative study answers the primary research question of what the experiences of teachers of ELLs are related to how they set the climate, select content, and support discourse to provide transcaring strategies in online learning spaces. In this chapter, I included a background to the topic, problem statement, purpose, research questions, conceptual framework, nature of the study, definitions, assumptions, scope and delimitations, limitations, and significance of the study.

Background

Learning a foreign language can cause foreign language anxiety, which can be a result of the student not knowing what they are told and feeling vulnerable, which can result in withdrawing and shutting down (Dryden et al., 2021, p. 2). Additionally, monolingual policies often discourage students from using their primary language and culture when learning (Fang & Liu, 2020). These challenges are exacerbated when ELLs are required to use technology for learning purposes (Andrei, 2018). Teachers had

difficulty engaging ELLs during the pandemic as many did not attend the online sessions (Sayer & Braun, 2020). Shastri and Clark (2021) established guidelines based on their findings to support teachers in integrating social, cognitive, and teaching presence, known as the community of inquiry (CoI) elements to fulfill the needs of ELLs learning online. It was important to better understand the experiences of teachers of ELLs, specifically their view of how well online spaces allow them to support secondary ELLs. Better understanding teachers' experiences could provide insight for administrators on how to better create online spaces for ELLs (Dogan et al., 2020).

Transcaring strategies are also an integral part of my study. Transcaring are strategies that help ELLs acquire English using their native language and culture (Garcia et al., 2012). Transcaring, or authentic care, is a teaching philosophy used to support ELLs' classroom experience (Garcia et al., 2012). Transcaring is "caring enacted to build a common collaborative 'in-between' space that transcend linguistic and cultural differences between schools and homes" (Garcia et al., 2012, p. 799). Garcia et al. (2012) identified four strategies as part of the transcaring teaching philosophy: translanguaging, transculturation, transcollaboration, and transactions through dynamic assessments. Even though there are four strategies, research of ELLs has focused more on the translanguaging strategy than the other three strategies (Kim, 2018; Prilutskaya, 2021). Translanguaging is learning a language by drawing from previous personal language resources (Fang & Liu, 2020; Hansen-Thomas et al., 2021).

Researchers indicate that students use translanguaging to engage and scaffold in their mainstream classes to include instructions and identifying knowledge (Hansen-

Thomas et al., 2021). Transcaring is a larger term that includes four strategies, including translanguaging (Garcia et al., 2012). Although the study favors the use of peer interaction over technology as a means for translanguaging, this provided a basis for my study to further explore how technology was used as a tool for transcaring strategies in an online secondary school classroom.

Problem Statement

ELLs are a growing population in the United States, and addressing their educational needs with increasing technology usage is a significant concern (Davila & Linares, 2020). As language learners embark on their journey towards learning English, they face many learning challenges. Learning a foreign language can cause foreign language anxiety, which can be a result of the student not knowing what they are told and feeling vulnerable, which in turn can result in withdrawing and shutting down (Dryden et al., 2021). Additionally, monolingual policies, common in the United States, often discourage students from using their primary language and culture when learning (Fang & Liu, 2020). These challenges are exacerbated when ELLs are required to use technology for learning purposes (Andrei, 2018). During the beginning of the COVID-19 pandemic in March 2020, ELLs had to learn online. ELLs have struggled with learning in online learning spaces because they do not have the guided assistance and social interactions with their teacher and peers, they have in face-to-face environments (Miller, 2018; Summers, 2021). The online environment makes it difficult for ELLs to lean on fellow classmates for assistance. Shastri and Clark (2021) explained the difference in online instruction, which encourages building relationships for effective instruction with

CoI versus emergency remote teaching as it occurred during the pandemic, when ELLs suffered motivational problems and stress (p. 132). Additionally, Shastri and Clark established guidelines based on their findings to support teachers in integrating social, cognitive, and teaching presence CoI elements to fulfill the needs of ELLs learning online. It was essential to better understand the experiences of teachers of ELLs, specifically their view of how well online spaces allowed them to support secondary ELLs. Better understanding teachers' experiences provided insight for administrators on how to better create online spaces for ELLs (Dogan et al., 2020).

This study's research problem was based on that because ELLs have unique cultural and linguistic challenges in learning online, a better understanding of teachers' experiences of how transcaring strategies are applied in online learning spaces for secondary ELLs was needed. Transcaring and its application with ELLs has been explored, but not in context CoI and where the three presence of teaching, social and cognitive overlap for setting the climate, selecting the content, and supporting discourse, which was needed for an overall optimal online educational experience.

Purpose of the Study

The purpose of this study was to explore the experiences of teachers of secondary ELLs in applying transcaring strategies in online learning spaces. To accomplish this purpose, with interviews, I talked to secondary teachers of ELLs about how they set the climate, select content, and support discourse to provide the transcaring strategies of translanguaging, transcollaboration, transculturation, and transactions through dynamic assessment in online learning spaces.

Research Questions

One central research question (RQ) and three subquestions guided this study.

Central RQ: What are the experiences of teachers of ELLs related to how they set the climate, select content, and support discourse as a way to provide transcaring strategies in online learning spaces?

RQ 1: How do teachers of ELLs apply transcaring strategies when setting the climate in online learning spaces for secondary ELLs?

RQ 2: How do teachers of ELLs apply transcaring strategies when selecting content in online learning spaces for secondary ELLs?

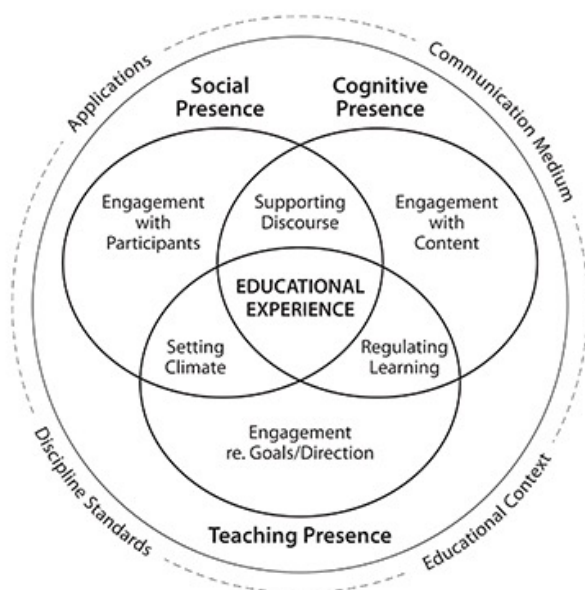
RQ 3: How do teachers of ELLs apply transcaring strategies to support discourse in online learning spaces for secondary ELLs?.

Conceptual Framework for the Study

The conceptual framework for this study was the CoI framework, which is the base of creating meaningful learning experiences through social, cognitive, and teaching presence (Garrison, 2019; Garrison et al., 2000). CoI was used to describe how the different elements of learning, cognitive presence, social presence, and teacher presence, came together to maximize a student's educational experience. The model of CoI established that learning occurs when the three elements interact (Garrison et al., 2000). Delello et al. (2019) explained that social presence is how students interact, whereas cognitive presence is where students construct and form understanding supported by a strong teacher presence to facilitate higher-order learning. CoI model has often been used

to examine the online learning experience for students (Kozan & Richardson, 2014; Heilporn & Lakhali, 2020).

I used CoI to explore teachers' online experiences, where teacher, social, and cognitive presence meet. My research questions aligned with the overlapping constructs of CoI: selecting content, setting the climate, and supporting discourse (See Figure 1). RQ1 was aligned with an overlap of the cognitive and teacher presence that focused on the content. RQ2 was aligned with the overlap of social and teaching presence that focused on the climate of the online learning space. RQ3 was aligned with the overlap of cognitive and social presence that supported the class discourse. I used CoI to develop my interview questions that focused on how teachers selected content and set the climate and discourse. I also used CoI to analyze data and when I established and developed qualitative codes. More explanation is provided in Chapter 2.

Figure 1*Community of Inquiry Framework*

Note. Community of Inquiry Framework Image used with permission from the Community of Inquiry website and licensed under the CC-BY-SA International 4.0 license (<https://creativecommons.org/licenses/by-sa/4.0/>). The original image is located at <https://www.thecommunityofinquiry.org/framework>

Nature of the Study

The approach for this study was qualitative. Qualitative research was consistent with the study's primary data source, semistructured interviews. The research design was a basic qualitative. Creswell and Creswell (2018) provided specific characteristics of qualitative research, including the researcher as the person gathering and interpreting data and the participants as providing their meaning to the issue being studied (pp. 181–182). Wang (2018) described qualitative research as it pertains to English language teaching and learning as it studies the setting and people involved in the setting. Percy et al. (2015)

defined basic qualitative study as an inquiry that investigates people's attitudes, beliefs, or reflections on their own experiences. A basic qualitative study also allows for flexibility (Kahlke, 2014). A basic qualitative study was a good fit for my study because it allowed me to better understand teachers' perceptions of how well transcaring strategies work in online spaces to support ELLs. A qualitative approach was useful when working with people's subjective take on events (Percy et al., 2015).

Definitions

The following section is a list of terms that are related to the study:

Authentic care: providing affection and support for students while building strong interpersonal relationships with students and their families (Garcia et al., 2012).

Bilingualism: strategic and flexible use of duo languages in education (U.S. Department of Education, 2009)

Cognitive Presence: One of the three presences for the CoI. It focuses on constructing meaning through purpose, process, and product. When learners construct meaning (Garrison et al., 2000).

Community of Inquiry (CoI): Framework for online learning where purposeful learning engages learners in meaningful activities. Includes social, cognitive, and teaching presence to create an optimal online learning environment (Garrison et al., 2000).

Dynamic Assessment: ongoing assessment of students' growth, including formative and summative assessments (Estaji & Ameri, 2020; Petersen et al., 2020)

ELLs: English Language Learners. Students with a different first language than English and are in the process of learning English. Also known as MLL (Multilanguage learners; U.S. Department of Education, 2009)

ESOL: English as a Second or Other Language. School programs with classes, policies, and instructions for teaching English as a second or other language.

Online Learning Spaces: Virtual spaces where students and teachers interact for educational purposes of teaching and learning.

Remote Learning: Learning at a distance. Can be virtual (Garrison, 2017)

Selecting Content: Selecting content interlaps cognitive and teaching presence from CoI and determines the student outcome of planned activities that are purposeful and engaging (Garrison et al., 2000).

Setting the Climate: Interlap of social and teaching presence in CoI; open communication, encouragement, and acknowledgment where students will feel secure to participate (Garrison et al., 2000).

Social Presence: One of the three presences of the CoI is the ability to identify and relate within a group and communicate in an open environment (Garrison et al., 2000).

Supporting Discourse: Interlap of social and cognitive presences in CoI; participants and content engage via the interaction of all participants in the learning community to include the teacher (Garrison et al., 2000).

Teacher Presence: One of the three presences of the CoI is the design, facilitation, and direction of the social and cognitive presence (Garrison et al., 2000).

Transacting through Dynamic Assessment: Utilizing assessment as a dynamic process that creates third spaces where students can utilize their language, culture, and other tools to maximize learning (Garcia et al., 2012).

Transcaring: Caring is enacted to build a common space that goes beyond cultural and language differences between schools and homes (Garcia et al., 2012).

Transcaring Strategies: Include translanguaging, transculturation, transcollaboration, and transactions through dynamic assessments (Garcia et al., 2012).

Transcollaboration: Supportive familial networks that transcend the school's walls to include administrators, teachers, students, families, and communities; learning communities (Garcia et al., 2012).

Transculturation: The process of change that accompanies all cultural contact and not just acquiring a different culture; making connections to students' cultures to enhance understanding (Garcia et al., 2012; Rama, 1997).

Translanguaging: The use of students' language in areas of instruction to include instructions, recall for understanding, and understanding content (Barahona, 2019; Fang et al., 2022).

Virtual Learning: Learning via virtual activities and constructs (Garrison, 2017).

Assumptions

This basic qualitative study was based on several assumptions related to ELLs, and online teaching. I assumed that some of the teachers who are part of online ELL groups are also online teachers ELLs. I assumed that online ELL courses were common. I assumed that teachers of ELLs used strategies that included the students' native language.

I assumed that teachers of ELLs were willing to communicate and truthfully share their experiences with online teaching with ELLs. The assumptions were relevant to the study as the results could depend on the assumptions.

Scope and Delimitations

The scope of this basic qualitative study was limited on the conceptual framework, participant sample size, and to secondary teachers of ELLs. The CoI was chosen as it provided a foundation for online learning spaces. The basic qualitative study consisted of interviews with secondary teachers of ELLs in online classes. The transcaring strategies explored from the participants' interviews determined the teachers' perception of setting the climate, selecting content, and supporting discourse.

The delimitations of this study involved the participants, the years of online learning experience, and their use of transcaring strategies. I hoped to reach teachers from across the United States; however, since the participants are responding to an online recruitment, outreach was undetermined. The participants were teachers of secondary level ranging from Grades 6 to 12. The study did not include primary or middle school teachers. The study did not include teachers from other countries.

Limitations

Some of the limitations and barriers I encountered relate to the participants and the research design. Reaching teachers who utilized transcaring strategies in their online learning spaces was difficult. To overcome this challenge, I used teacher-friendly language, without educational theory academic language, when I recruited and advertised for participants. I used simple initial screening questions to help teachers self-select

whether they apply transcaring strategies with ELLs. Another limitation of my study was in relation to the research design. Since it was logistically challenging to observe online spaces with minors, I was limited to asking about teachers' perceptions and experiences about what goes on in their classroom.

Significance

The research filled the gap of the use of online spaces and CoI to provide transcaring learning to ELLs in secondary schools which can improve on state and federal English learning policies. This study contributed to ESL education by addressing the need for strategies to assist ELLs' language acquisition during the transition to online learning. The strategies can also be used to advance practice with in-service teachers preparing to teach ELLs. Online learning spaces are becoming more prominent as a shift in education continues from face-to-face to online because of the COVID-19 pandemic (Cabangacala et al., 2021). Therefore, this study could also contribute to the field of educational technology as it provided samples of how online spaces support language learning with transcaring strategies. The study's results provided much-needed insight into the element of transcaring or authentic care with ELLs as the population of language learners continues to grow. Teachers and administrators may use the results as the basis for professional development related to how to improve online spaces for ELLs and, in return, improve the academic results in the overall school reports, resulting in a positive social change.

Summary

In this chapter, I explained the background of the study, the problem statement, and the purpose of the study, which involved the need to provide transacting strategies to assist ELLs with online learning. Additionally, I stated the central research question of what the experiences of teachers of ELLs are related to how they set the climate, select content, and support discourse to provide transacting strategies in online learning spaces and three subquestions related to the different overlaps of the CoI. I also stated the conceptual framework of the CoI and how it supported the research. The nature of the study, the definitions that provide the basis for the literature review, and the research questions were also explained. Finally, I discussed the assumptions, scope and delimitations, limitations, and significance of the study.

The following chapter includes a review of the literature as it pertains to the instructional transacting strategies for ELLs and the conceptual framework as it pertains to teachers creating online learning spaces.

Chapter 2: Literature Review

Learning a second language has its challenges and limitations mainly because it is collaborative (Dryden et al., 2021). Interactions are needed to provide opportunities for communication (Erwani et al., 2022; Xiaoxing & Deris, 2022). Language is not solely a transaction of words but also includes body language, gestures, and facial expressions (Yeh et al., 2021). The nonverbal communication forms are not as easy to visualize and assess in online format. Providing an optimal learning experience for language learners has been explored by teachers, educators, and researchers for decades, and as online learning increases in popularity for k-12 students, so does the need for creating educational experiences that benefit ELLs (Mudra et al., 2022; Yeh et al., 2021). As education moves towards a technological environment, finding strategies that will enhance ELL students' learning experience continues to be an area of concern. As more applications and sources arise, experimenting to find the optimal source will continue to become part of planning and providing the best strategies for ELL students.

The study aimed to explore teachers' experiences of secondary ELLs in applying transcaring strategies in online learning spaces. The research problem on which this study was based was that because ELLs have unique cultural and linguistic challenges in learning online, a better understanding of teachers' experiences of how transcaring strategies are applied in online learning spaces for secondary ELLs was needed.

Chapter 2 includes my literature search strategy, the conceptual framework, literature review of key concepts in the study, and a summary.

Literature Review Strategies

The process used for literature review included articles, research and resources obtained from the Walden Library databases. The most prominent databases were ERIC, Education Source, and SAGE. Academic Search Complete and Taylor & Francis were also used with similar results. I utilized the thesaurus option on Education Source and ERIC to add similar terms to my search. Google Scholar was also used for expansion and additional terminology. As I continued to read about the terms, the list of similar terms grew that assisted in the search of additional research articles. Google Scholar was useful when searching for terms and transferring the search back to the different Walden University's databases.

As part of the research strategy, I limited my search to peer-reviewed resources dated back up to four years (2018+). However, I focused more on research from 2020 to the present as insight into education during the past 2 years would provide better results related to the online outcomes. Searches included terms associated with the CoI and the three components that are formed by interlapping the three presences within the framework (setting climate, selecting content, and supporting discourse). Additionally, I searched for transcaring strategies focusing on the four areas of translanguaging, transculturation, transcollaboration, and transactions through dynamic assessments.

Table 1

Search Terms

Main term	Search terms
Mainstream teachers of ELLs	Teachers of Hispanic Americans, teachers of Mexican Americans, language teachers, foreign language education, English language education, secondary school teachers English as a foreign language, English language education, bilingual education, English teachers, foreign language education, Teaching Language
ELL Programs in the United States	EL or ELL or ESOL or ESL or MLL programs in the United States; Policies for English Language Learners
High school	High school teachers, secondary school teachers, secondary education
Online learning spaces	Virtual schools, virtual classrooms, digital learning, distance education, internet in education, distance education teachers, Online education, computers in education, Computer assisted foreign language education.
Transcaring learning strategies (translanguaging, transculturation, transcollaboration, assessments)	Bilingual method in English language education, sociocultural theory, social integration
Translanguaging Transculturation	Translanguage, translingual, Social Cultural Theory, Cross-cultural studies on education, Cross-cultural communication in education, Multicultural education, Language Transfer (language learning), Interlanguage (language learning)
Transcollaboration Transactions through dynamic assessments	Transcollaboration, Compadrazgo, Transactions through dynamic assessments, English as a Second or Other Language, ESOL, Dynamic assessments in English Language learning
Community of Inquiry Teacher, cognitive, and social presence	Community of inquiry, learning communities, social learning, cognitive learning, OR social learning theory, setting climate, selecting content, OR regulating learning, supporting discourse,
English Language Learners (ELLs)	ESOL or ELL or English as a second language or English second language or English language learners

Conceptual Framework

The conceptual framework that grounded the study was the CoI framework. CoI was used to describe the interaction of teaching, social, and cognitive presence within an online learning environment (Heilporn et al., 2021; Shastri & Clark, 2021). The CoI has been used in a variety of disciplines, but in education, it has been widely used to describe optimal online learning since the use of computer-mediated communication first started at the turn of the century (Garrison et al., 2000). Garrison (2019) states that CoI is consistent with the constructivist approach to higher education. In this section, I discussed the history of CoI, the constructs of the framework, and then the rationale for the use of the framework for my study.

History of the CoI Framework

The beginning of the CoI framework was difficult to determine, although researchers established that pragmatism and John Dewey play a significant role in the development (Bruce & Bloch, 2013). With the growth of the Internet and digital communication, teachers can use CoI as a tool for developing strong online courses. Education is shifting to a critical thinking and self-directed format to better serve the learner (Garrison & Anderson, 2007). The CoI framework reflects two principles presented by John Dewey, which are interaction and continuity. Garrison and Anderson (2007) state that ideas are communicated, and knowledge is constructed through the construction of meaning (p. 13). The shift to a collaborative constructivist perspective is attributed to John Dewey, where the individual and society cannot exist separately.

Researchers found that there are two distinct levels of processing and understanding information: surface level and deep level processing, where it is expected to obtain comprehension and be able to integrate with previous knowledge (Marton & Saljo, 1976, as cited in Garrison & Anderson, 2007). Learners and participants can collaborate, explore, and examine ideas (Garrison, 2017). In the years they worked together between 1996–2001, Garrison et al. (2000) established a need to connect the human components related to the issues of a new online graduate program. In 1997, Garrison et al. (2000) received a grant that allowed them to further validate the conceptual model and expand their research with the addition of a fourth collaborator, Liam Rourke.

As educational technology continues to grow and more educational institutions develop online curricula (Meet & Kala, 2021), CoI research has also continued to grow. In 2008, CoI was used to explain the effectiveness of online learning as established by the number of citations according to Google Scholar (Arbaugh et al., 2008). Since it was mainly utilized for qualitative studies, an instrument was developed to measure and test the efficiency of the framework via a multi-institutional sample that could examine the relationship between the framework and other variables such as course outcomes (Arbaugh et al., 2008; Castellanos-Reyes, 2020). When building online learning communities, CoI is currently one of the most extensively utilized frameworks (Fiock, 2020).

Constructs of the CoI Framework

There are three constructs or presences of the CoI framework, cognitive presence, social presence, and teaching presence (Garrison et al., 2000; 2017; 2019). The model is represented by three overlapping circles to represent each presence, and where all three presences overlap, it represents the overall learning experience (Garrison et al., 2000). The interaction of social and cognitive presence is identified as (a) supports discourse; the interaction between cognitive and teaching presence is identified as (b) facilitates the selection of content; and the interaction of the teaching and social presence is identified as (c) sets the climate for online learning (Garrison, 2019). Most researchers focus on the CoI framework and the individual presences; however, few have studied the relationship between presences (Kozan & Richardson, 2014). Understanding how the presence interacts with each other is important (Kozan & Richardson, 2014), and I utilized the interactions between the presences as a guide for my research and research instruments.

Setting the Climate

Setting the climate occurs when teaching and social presence interact to create a learning environment where teachers establish the tone, guidelines, and outcomes for learning (Garrison & Anderson, 2007). In online environments, research shows that best practices related to setting the climate include an emphasis on student engagement, effective communication, and open communication (Smidt et al., 2021). Good online instructors provide pedagogical actions that can be included in discussion tools as part of the course to promote instructional communication and engagement (Biccard, 2022). Cleary (2020) stated that teachers should model the social interaction they want to see in

the discussions and model how to provide peer feedback so that students can better understand the expectations required of them. Fiock (2020) explained the importance of teachers mapping out the course requirements and expectations as well as to facilitating easy access to materials. Clarity and transparency on the required assignments, evaluation criteria, and deadlines provide guidelines and groundwork for successful outcomes (Sharoff, 2019).

In my study, setting the climate occurred when teachers of ELLs discussed how they created optimal online learning spaces and established an environment where students interacted establishing their learning within the online class freely and openly, utilizing their acquired knowledge. I explored how teachers utilized transcribing strategies to set the climate for ELLs. The teachers' teaching style, how they modeled interactions with the students, how they encouraged students, and how they shared their expertise provided insight into online ELL learning spaces.

Facilitates the Selection of Content

Facilitating the selection of content is the interaction of the teaching and cognitive presence where the teacher structures and facilitates the learning activities (Garrison & Anderson, 2007). The teacher establishes the opportunity for the learners to actively interact as well as to socialize learning (Herrera Díaz & González Miy, 2017). Instructors contribute to strong cognitive presence through the selection of content (Biccard, 2021). Facilitating courses that are engaging and geared toward enhancing student participation will provide a sense of community (Sharoff, 2019). To build understanding, teachers must have good online pedagogical strategies where they can provide disciplinary

expertise, guidance, and direction (Garrison, 2017). Teachers must also be aware of the different learning styles and provide a variety of resources to help students achieve their learning goals (Sharoff, 2019). The teacher must have an active presence as they foster a sense of student-centered learning while guiding students through acquiring knowledge and understanding content (Sharoff, 2019). Sharoff (2019) suggests the use of social media platforms such as YouTube and TedTalk for additional insight. Voice thread and screen capture applications are also additional strategies that may be selected to provide content in online spaces to contribute to students' depth of knowledge (Sharoff, 2019).

Garrison (2019) infers that the teaching presence is predominant within the framework, and when this presence is strong, the learners are satisfied with the online course. The design of the curriculum must be open and shared to a certain degree (Garrison, 2017). Additionally, the teaching presence is not built solely by the teacher but also by students' interactions with one another (Garrison, 2017). Teachers should select various resources and strategies to allow students to share their experiences (Sharoff, 2019). Sharoff (2019) explains that an abundance of resources such as articles, web links, video, and photo links will give students the avenue to continue to explore and to actively participate. Delello et al. (2019) list blogs, Wikis, Flipgrid videos, and Pinterest to build community as a few asynchronous forums for student interaction. Additionally, teachers should utilize students' prior knowledge to provide sequential and clear guidance where teachers can assess the learning experience and students' outcomes (Garrison, 2017). The use of self-testing, practice assignments, simulations, and other interactive activities throughout the learning modules should be structured around the course assessments

(Fiock, 2020). In my study, I explored how teachers of ELLs facilitated the selection of content, chose pedagogical strategies, and used various modes to organize the learning activities to enhance ELLs' engagement for optimal learning experiences.

Supports Discourse

Supporting discourse occurs with the interaction of the cognitive and social presences where individual knowledge is shaped by the environment (Garrison & Anderson, 2007). Online environments need specific strategies to shape constructive exchange and support discourse (Garrison, 2017). For example, Smidt et al. (2021) found that student interaction and collaborative construction of knowledge were clear through their classmates' insights when asked to read and react to an article. Supporting discourse in online learning spaces means providing many opportunities and modes for student-student interactions, such as mind maps, discussions, peer feedback (Hilli & Åkerfeldt, 2020), or VoiceThread (Mejia, 2020). Sharing experiences using different resources, such as short videos or real-time communication, has been shown to be an effective way to support discourse among online students (Fiock, 2020).

Collaborative learning experiences is focused more on the activity and the how they are collaborating without questioning who is doing the collaborating (Garrison, 2017). Online courses must be designed with focus on student engagement with learning materials that provide opportunities for learning and growth (Brennan et al., 2022). Sharoff (2019) suggested grouping five to seven students to enhance the groups' dynamics and promote thoughtful and engaging dialogues. Additionally, activities created for interaction must give students the opportunity to discover and openly discuss

issues in an environment that helps develop trust and peer interaction (Fiock, 2020). In my study, supporting discourse referred to when teachers discuss how they provide activities and online spaces that encourage text, video, and synchronous and asynchronous communication between ELLs using technology with the purpose to improve language development.

Rationale

CoI is justified for my qualitative study because it aligned well with the study's purpose. The CoI outlined the principles needed for an optimal online learning experience and since ELLs struggled with the transition from face-to-face classes to online learning due to COVID-19 (Hartshorn & McMurry, 2020; Sayer & Braun, 2020), CoI provided a way for me to explore how teachers utilized transcribing strategies to assist ELLs learning in an online environment. ELLs receive support in the classroom and can ask classmates for assistance if needed. Teachers were concerned about ELLs progress in their English proficiency because of the importance interaction and emersion in the language (Hartshorn & McMurry, 2020).

ELLs education is an area of concern for many teachers and when education shifted to remote learning, many were concerned on the effect it would have on their students (Gallardo et al., 2020; Shastri & Clark, 2021). The CoI model was a good fit for this study because it allowed me to describe how teachers of ELLs organized and set the tone in their online environment. The learning environment aligned with my study as it provided the individual to construct knowledge through the social interaction (see Garrison & Anderson, 2007). Teachers have a great influence on the learning

environment and on the learning outcome (Garrison & Anderson, 2007). Although the CoI was originally used for research in higher education e-learning experiences, the framework can be applied in high school e-learning with ELLs. There is evidence of the effectiveness and application at the K-12 level pioneered by Matthew Lipman in 2003 (Garrison, 2017). Since then, researchers have explored the use of CoI in K-12 and state the need of further research in this area with potential to shape e-learning in K-12 education (Garrison, 2017).

CoI aligned well with the qualitative methodology of my study. The conceptual framework of CoI was used to guide how I approached exploring teachers' online experiences, where teacher, social, and cognitive presence overlap. My research questions aligned with the overlapping constructs of CoI: selecting content, setting the climate, and supporting discourse. The CoI conceptual framework and my research questions were aligned as I explored teachers' experiences as they selected the content, set the climate, and supported student discourse when teaching ELLs. RQ 1 was aligned with overlap of the cognitive and teacher presence that focused on the content. RQ 2 was aligned with the overlap of social and teaching presence that focused on the climate of the online learning space. RQ 3 was aligned with the overlap of cognitive and social presence that supported the discourse of the class.

Literature Review

An Overview ELLs in the United States

ELLs are a significant part as well as the fastest growing population of the schools in the United States (Callahan et al., 2022; Collier & Thomas, 2011; Melguizo et al.,

2021; U.S. Department of Education, 2009). English learners (ELs) or Multilanguage learners (MLLs) in the United States are a diverse group with many languages and cultures with the majority coming from Spanish speaking countries (U.S. Department of Education, 2009). ELs, ELLs or MLLs in the United States are roughly 10% of the academic population (Di Stefano et al., 2022; U.S. Department of Education, 2009). Effectively meeting the needs of ELLs in the classroom has been a concern for many years. Teachers at times lower expectations for ELLs with writing although they anticipate improvement and need for adjustments (Yang & Fang, 2023) ELs are required to not only learn English, but also to meet the requirements established by the states and school districts (Gray, 2020).

ELLs have been part of our educational system for many years. With No Child Left Behind Law of 2002 which is an update of the Elementary and Secondary Education Act (ESEA) of 1965, the federal government began holding schools accountable for students' academic progress (Klein, 2015). Before NCLB, ELLs were not considered as part of the schools' accountability programs which resulted in oversight and inattention to the ELL students' academic needs (Morita-Mullaney & Singh, 2019). The revised law emphasized on certain groups to include ELLs, and even though states did not have to conform to the law, noncompliance could result in loss of funds (Klein, 2015). Even with NCLB the U.S federal government does not mandate specific programs for ELLs and leaves it to the state level to determine and establish laws and policies for school districts to follow (Morita-Mullaney & Singh, 2019).

NCLB was followed by Every Student Succeeds Act (ESSA) of 2015. The ESSA included new requirements for ELLs to include a proficiency measurement where each state would provide English language proficiency standards aligned with academic standards (U.S. Department of Education, 2016). Additionally, ESSA establishes that each state should implement research-based Language Instruction Educational Programs (LIEP) that increases the students' English proficiency and proven effective for ELLs.

Teaching ESOL and second language acquisition (SLA) is a broad subject, and it may differ from program to program. In a systematic literature researchers explain that the different programs created for EL are comparably different from bilingual programs mainly because EL programs (ESL, ESOL, English Language Development, or similar programs) focus on transitioning students into mainstream English only classes, whereas bilingual programs support students academically with the students' first language as well as developing English language (Norman & Eslami, 2022). The standard and quality of teacher professional development programs for bilingual education will vary from state to state (Di Stefano et al., 2022). Since each state and district has authority over the programs' development and to that matter the resources such as teachers that are allotted for those programs.

In a thematic review of the different scenarios related to ELLs, Gray (2020) describes newcomers who are part of a demographic change and how they are integrated into the different programs offered which in many cases are temporary and improvised with teachers who are not trained properly for the new roles. Some of the temporary fixes is to enroll the newcomers in Spanish classes and in many instances, it did not function as

intended since Spanish class was academic and not like what the student knew as the Spanish language of their country of origin (Gray, 2020). Another program mentioned was the full English immersion where English was taught equally to all students. The need for more effort towards developing non-oppressive practices for newcomers to include training and professional learning for teachers, administrators and staff in pedagogies should be purposeful and intentional as well as ongoing (Di Stefano et al., 2022; Gray, 2020).

Another program that has been popular in school district are the pull out or ESL taught as a separate class (Ghimire et al., 2022). The program can vary from elementary to secondary school and dependent on the students' needs and the school districts resources. In Puerto Rico, for example, ESL is a separate class however concerns are still prevalent as Hispanic representation in the science fields is low and lack of productive use of the English language (Delgado et al., 2019). In a quantitative study of 1,483 undergraduates majoring in Natural Science, from the University of Puerto Rico Cayey Campus, participants to include faculty and students agreed the lack of English Competencies which not only affects success in undergraduate, but also limits progress to postgraduate in the natural sciences as well as professional advancement in private industry (Delgado et al., 2019). Additionally, teachers and funding are also a concern in some rural areas where training would benefit teachers and administrators (Ruecker, 2021) as well as training of academic strategies that address specific literacy needs (Clark-Gareca et al., 2019).

As mentioned, there are many programs created for ELLs in the United States. These programs will vary from state to state and even school district to school district. All the programs are under LIEP which is a mandate through ESSA to increase the students' English proficiency for ELLs (U.S. Department of Education, 2016). One example of ELL policy is the California EL Roadmap that was established to support language learners and promote a multilingual education by strengthening comprehensive educational programs (Solis & Flores, 2023). Educational professional who are not EL proficient should be aware of the differences of the basic program descriptors (Collier & Thomas, 2011). Some of the more common programs are full immersion, dual immersion, pull-out, and bilingual education. Some address ELLs as EL, MLL, or emergent bilingual.

One of the programs that is commonly used in school districts across the country is the bilingual program. Bilingual education or transitional bilingual education (TBE) is when a student receives academic education in the first language while learning English (Collier & Thomas, 2011). The TBE program is used mainly when a big population of similar background such as Spanish, is part of the educational system (Collier & Thomas, 2011). According to Collier and Thomas (2011) some of the TBE classes can be self-contained and considered remedial. School districts and school administrators would advocate and devise plans to help construct and maintain the bilingual programs to create a vision of biliteracy within the school (Sánchez et al., 2021).

Although the programs for each state and school districts are different, they are research based and have a common goal which is to support ELLs proficiency and

provide academic support (U.S. Department of Education, 2016). Another commonality among research is the need for more teacher and administrative training to assist and promote ELLs academic success (Di Stefano et al., 2022; Gray, 2020; Ruecker, 2021). For the purpose of this study, the term ELLs was used. However, teachers of any language learners, whether they consider the population or program in which they work be ESOL, MLL, bilingual education, English as a foreign language (EFL), or emergent bilingual, they all were welcomed to volunteer to be part of this study. Additionally, U.S. teachers teaching in any type of program who are working with language learners were able to participate. The study focused on strategies teachers use, and not specific to any program.

Instructional Transcaring Strategies for ELLs

Transcaring is the culture of care which assists in the creation of learning environment that transcends the traditional pedagogy for language learners in schools throughout the United States (Garcia et al., 2012). Garcia et al. (2012) expanded the transcaring term to branch into four strategies. The strategies are translanguaging, transculturation, transcollaboration, and transactions through dynamic assessment. The four strategies contribute to the overall pedagogy that entails transcaring, however individually they focus on different areas that promote transcaring in language learners.

Translanguaging

Translanguaging has grown in popularity among research related to second language learners (Almayez, 2022; Liu & Fang, 2020; Moody et al., 2021; Moses & Torrejon Capurro, 2023; Ponzio, 2020; Zhu & Gu, 2022). As part of the strategies

presented by Garcia et al. (2012), the translanguaging term is the process of language learners to use their first language to build on the target language. Some researchers have utilized translanguaging as the framework for their study where translanguaging is the lens by which teacher and language students are observed (Amgott, 2020; Moody et al., 2021; Pontier, 2022). Others consider translanguaging as a language learning paradigm to shift away from using only English in classrooms to go beyond any individual language so that students can construct knowledge more effectively during the learning process (Allard et al., 2019; Garza Ayala, 2020). Translanguaging is also linked to bilingualism and the use of more than one language also known as dual language education (DLE; Garza Ayala, 2020) to promote learning.

For many years, English as a second language teachers were instructed to teach second language learners with English only instruction (Lee & Garcia, 2021; Zhu & Gu, 2022). Policies were established that set the guidelines for second language learning and for the classification and reclassification of ELL students (Bond, 2020). Bond (2020) explained that state and federal policy must include educators as the educational professional who should contribute with observations and students' language progress as part of the classification and reclassification process for ELLs in addition to the state selected assessments and not classify solely based on the assessment. Additionally, Khoshnevisan and Rashtchi (2021) explained that policy in the United States are standards, based encouraging teachers in public schools to prepare students academically regardless of the culture or linguistic background.

Teachers and teacher education programs continue to promote English only curriculum throughout English as a second language classes (Ortega, 2019). In a qualitative study of monolingual teacher candidates, Ponzio (2020) observed the use of English-only policy could establish power on the teachers' stance, whereas a translanguing setting can serve as a secure environment for students. Additionally, in a qualitative study of 273 Indiana school districts results showed that although federal and state policy attempt to be coherent, ELLs' performance was generalized and not consider the particularities associated with ELLs (Morita-Mullaney & Singh, 2019).

Implementing unique strategies to aide language learners is being studied globally. Research shows that teachers have implemented translanguaging strategies to assist students in achieving their language learning goals not only in the United States, but internationally and with specific international students as well. For example, in an ethnographic study conducted in an Australian classroom, a teacher created a multilingual atmosphere where students between the ages of 13 and 16 years of age, were given the opportunity to express their multilingual identities by using colors, gestures, movement and words to bring out the students' inner voice (Ollerhead, 2018). Results showed that student participation, engagement, and confidence increased when completing their literacy reading and writing assignments.

Researchers have also found a relationship between translanguaging and academic success. In a longitudinal comparison of academic success metrics, Parmegiani (2022) found that students allowed to translanguage as they complete written tasks, boost self-esteem that encouraged more participation, which in turn created language learning

opportunities. Additionally, in a U.S. case study of Korean American first graders the results indicate that if the students had not utilized translanguaging in their writing, their thinking would have been limited (Lee & García, 2021). Students begin to develop a sense of empowerment because they realize the academic potential which is not associated with the target language. As students interacted and used their native language to explain a concept they could not recall in English, they felt more comfortable to express their knowledge (Lee & García, 2021). Providing opportunities for students to demonstrate what they know can provide motivation to reach academic goals.

ELLs can use their language to have a sense of productivity and agency while working with others. Moody et al. (2021) suggested that teachers should allow students to use their language to participate in the classroom conversation as opposed to not participating in classroom activities. Additionally, Meletiadou (2020) found that using peer-assisted learning/mentoring in conjunction with translanguaging strategies such as group and pair interactions for undergraduate higher education assisted students since the language enables the learner to grasp the content to then convert into knowledge. In another university study, using translanguaging strategies within a digital storytelling project was shown to be an effective way to empower Latinx students (Prada, 2022). While some researchers believe that students' capacity to socialize in an educational setting is an important reason for using translanguaging in a multilingual setting (Shah et al., 2019), others caution about how the socialization aspect would be implemented. For example, Martin-Beltran (2018) found that utilizing peer interaction and oral interactions among students was more effective if accompanied with resources and tools that provoke

instructional conversations, especially in an English dominant class. Martin-Beltran also found that teachers' knowledge of translanguaging strategies played a significant role in the students' outcome.

Translanguaging is also considered a pedagogical strategy that can be used in teaching ELLs reading skills. Fang et al. (2022), found that translanguaging in a reading classroom assists with reading development and provided support for knowledge construction and communication. Additionally, in a case study Moody et al. (2021) observed that using translanguaging with family and parent at home read aloud helped to understand the notion of repeat and affirm as a strategy for language validation and second language development.

Since translanguaging has become popular in English as a second language (ESOL) classrooms, teachers are faced with challenges and mixed feelings on the benefits (Almayez, 2022; Liu et al, 2020; Pontier, 2022). In a study of 156 teacher candidates where 80% identified as bilingual, the participants' view on the use of translanguaging shifted from monolingual bias to understanding and empowerment from the use of translanguaging after experiencing an ESOL class that used translanguaging strategies such as explanation of specific lesson topics or instructions for tasks (Pontier, 2022). Barahona (2019) found that there is value in implementing a practice-based approach on English learning with teacher educators and schoolteachers working together to develop best practices to accommodate the sociocultural needs of the students. Barahona (2019) also summarized several instructional activities that could be considered

translanguaging strategies. These include the use of cognates, visual, movement, frequency words among others (see Table 2).

Table 2

Strategies of Translanguaging

Study	Strategy	Description
Barahona (2019)	Cognates	Associating words from their native language
	Visual	Using pictures
	Movement	Gestures associated with words and actions
	Frequency Words	Using common words or words students are learning
Lee & Garcia (2021)	Native language	Students used their native language to explain key concepts they could not recall in English.
Moody (2022)	Read Aloud	Reading orally out loud to children using both languages as a means for understanding
Meletiadou (2020)	Peer-assisted	Learning and mentoring
	Group/pair interactions	Work together to discuss and grasp the concepts
Ollerhead, (2018)	Visuals	Students used colors, gestures, movements
Prada (2022)	Digital storytelling	Use of language to tell their story with visual elements and the use of a script.
Zhang & Jocuns (2022)	Reading	Student use resources such as translating apps, dictionaries, and glossaries to understand text.

Since teachers play a crucial role in planning and assisting with students' language development, teacher preparedness in translanguaging and translanguaging strategies should be a focal point in teacher candidate programs. In a qualitative study at a Saudi university with 101 participants, teachers agreed that translanguaging was essential for learning a new language (Almayez, 2022). Additionally, in a case study of teacher-

pupil interactions, Rosiers (2020) found that when the teacher utilized translanguaging it not only affected her students' learning, but her own role as a teacher as well.

Transculturation

The next component of transcaring is transculturation. Transculturation is defined as the process of transforming culturally through the influence of a new culture and or loss of existing culture (*Definition of Transculturation*, n.d.). The term was first introduced by Fernando Ortiz to explain a process of acquiring and losing culture when influenced by another (Pollock, 2018; Rama, 1997). Ortiz explained that when cultures interact it is inevitable to have an influence on each other (Pollock, 2018; Rama, 1997).

Rama (1997) quotes the definition as explained by Fernando Ortiz:

I am in the opinion that the word transculturation better expresses the different phases of the process of transition from one culture to another because this does not consist merely in acquiring another culture, which is what the English word acculturation really implies, but the process also necessarily involves the loss or uprooting of a previous culture, what could be defined as a deculturation. In addition, it carries the idea of the consequent creation of a new cultural phenomena, which could be called neo culturation (p. 158).

Garcia et al. (2012) observed the usage of transculturation as a base for culturally transforming pedagogy. In the study, transculturation is explained as the pedagogy where the students are encouraged to self-reflect. Likewise, transculturation enables the connection of students' cultures to increase understanding (Garcia et al., 2012). One of the ways students presented culturally transforming pedagogy was through the analysis of

texts that had cultural significance for the students. Other representation of transculturation was observed when teachers presented literary samples that not only represented students' cultures but moved them across culture and ethnic lines (Garcia et al., 2012). Teachers provided variations of text to help students make cultural connections to promote understanding. Results from Garcia et al. showed how to create third spaces for learning using literature that gave students the ability to straddle cultures. Students see their reality as a process or transformation while they studied cultural, linguistic, and social worlds (p. 813).

Transculturation is not just the process of acquiring or assimilating new culture, it also represents the reciprocity among cultures (Crawford, 2020). In a multiple case study of music programs in three schools with a large population of students with diverse cultural backgrounds, Crawford (2020), observed that the lessons provided opportunities for intercultural sharing and the transformation of cultural knowledge into new settings. Students valued, engaged, and learned new skills as they acquired music, art, history and culture skills while also developing essential English language skills. Crawford concluded that music was of essence in promoting transculturation enabling student engagement as they progressed academically, personally, and socially.

Transculturation can also assist students who are generally not given the attention or tools needed to obtain optimal learning outcomes. Meletiadou (2022) researched the combination of translanguaging and peer assisted learning mentoring in higher education with findings indicating the improvement in self-esteem and personal growth as it provided a safe space for learners to adjust as they acquired the knowledge. Additionally,

Prada (2022) states that pedagogy such as translanguaging pushes boundaries of students who are generally marginalized and provide a setting for expressing a wide range of cultural, historical, and personal experiences.

In some studies, the term telecollaboration is used in place of transculturation and even transcollaboration which will be discussed in the next section. Telecollaboration is defined as “the application of online communication tools to bring together classes of language learners in geographically distant locations to develop their foreign language skills and intercultural competence through collaborative tasks and project work” (Dowd, 2013, p. 123 as referenced in Schaeffer, 2020). The term telecollaboration is particularly helpful in my study, since I explored how transculturation occurs in online spaces. In a case study to find evidence of intercultural awareness from 74 participants, results showed an increase in intercultural awareness following a telecollaborative model (Mullen, 2019). The study also noted that when focus was centered on the participants’ interaction, a detailed progression towards intercultural awareness was observed. Additionally, Schaeffer (2020) explored how pedagogical mediation programs can promote the co-construction of interculturality in a case study with two participants from different countries with findings towards initial decentering from cultural representation. The intercultural collaboration is established without geographical constraints (see Table 3).

Table 3*Strategies of Transculturation*

Study	Strategy	Description
Crawford (2020)	Intercultural sharing	Music programs with students of diverse cultural backgrounds share their music
Meletiadou (2022)	Peer-assisted	Use language to increase self-esteem and personal growth
Mullen (2019)	Telecollaborative model	Participants' online interaction used to improve cultural awareness
Schaeffer (2020)	Mediation	Different cultural backgrounds co-construct interculturality

Transcollaboration

Transcollaboration as explored by Garcia et al. (2012) is the involvement of others as a support system for students to function. Transcollaboration is the idea of teamwork or the system of *Compadrazgo* which is a system of parents and godparents. The premise of these transcaring strategies is to give importance to the students' well-being and provide social emotional support by those closest to the student as they have information necessary to make decisions for the benefit of the student. To do this, the schools involved in the study used a democratic governance approach where teachers and staff collaborated to brainstorm on ideas and interventions for the student (Garcia et al., 2012). The strategy also was observed in the classroom via learning communities, collaborative group work among students and classroom routines.

Transcollaboration is an integral component of language growth. In a qualitative study of 18 first year health science students at the South African University where medical students are required to take the course English for Medical Students, researcher

followed the 'transcollab' model. In the transcollab model, the lecturer plans the activity however does not participate in the discussion (Mbirimi-Hungwe & McCabe, 2020). Students were aware of the importance of working together as it would allow them to prepare for their own individual assignments. Students were required to assume the role of both listener and recaller utilizing their language repertoire and background knowledge to understand the assigned readings. Mbirimi-Hungwe and McCabe (2020) found that students' co-construction of knowledge allowed for a deeper understanding of difficult academic concepts as they used their linguistic backgrounds and various linguistic resources without the interference of the lecturer.

Although the terminology of transcollaboration is not always used in research specifically, research related to translanguaging describe similar aspects as that established by transcollaboration as explored by Garcia et al. (2012). For example, Meletiadou (2022) studies the use of peer assisted learning mentoring (PALM) and found that using the students first language enabled to creation of social spaces, networking and enhanced the students' emotional well-being reducing learning anxiety and negative behavior. Additionally, Martin-Beltran et al. (2018), observed that students in a buddy reading program would use Spanish to tease, joke, engage, and show care to their peers mirroring familial relationships deviating at times from the task. Both studies are centered in translanguaging, however show clear characteristics of transcollaboration as they use others to explore language development.

Telecollaboration and transcollaboration are similar in meaning when it refers to language learning. Telecollaboration is defined as the virtual exchange of online groups

from different contexts and locations as they meet to collaborate on a task (Aranha & Rampazzo, 2022; Choi et al., 2021), whereas transcollaboration is focused on collaboration across different cultures (Yang, 2020). For example, Sardegna and Dugartsyrenova (2021) studied the interaction among two groups of preservice teachers regarding intercultural learning and found that telecollaboration created opportunities for teachers to engage and initiate conversation encouraging construction of meaning and reflection. Yang (2020) researched Korean pre-service teachers paired with American preservice teachers and found significant benefits such as intercultural competence, motivation, and confidence while learning about each other's cultures. Both studies found cultural value in the interactions, in addition to assisting in a student's language learning process. Table 4 shows several strategies of transcollaboration.

Table 4

Strategies of Transcollaboration

Study	Strategy	Description
Mbirimi-Hungwe & McCabe (2020)	Lecturer planned activities without lecturer assistance	Students worked together to complete their individual tasks as they assumed role of listener and recaller
Meletiadou (2022)	PALM- peer-assisted learning spaces	Creation of social spaces and networking

Transactions Through Dynamic Assessments

The fourth transacting strategy observed in the research of Garcia et al. (2012) was transacting through dynamic assessment. The schools in the study used the data obtained from standardized testing to strategically support emergent bilinguals. The schools in this seminal study, used assessments as a dynamic process where students can

use their language, culture, schooling and community practice to extend learning. However, there is not as much research about transacting through dynamic assessment compared to the other areas of Garcia et al.'s definition of transcaring. Most of the research related to using dynamic assessment with language learners is not associated with transcaring research. However, the use of dynamic assessment has been shown to improve different areas in a language learner's second language development. Dynamic assessment is associated with Vygotsky's zone of proximal development (ZPD) where social interactions can assist language learning (Al-Dawoody Abdulaal et al., 2022; Andujar, 2020; Petersen et al., 2020; Poehner & Wang, 2020; Scotland, 2022; Thaha Abdullateef & Muhammedzein, 2021).

Assessment is used as a means of determining students' knowledge, however for language learners it does not measure knowledge as much as the ability to transfer the knowledge into the target language. In a mixed method study, Hidri (2019) compared the outcomes of writing exams in modes of static assessment versus dynamic assessment for language learners. Hidri (2019) explained the concept of dynamic assessment consisting of the ability of writing by locating key words, brainstorm ideas, and use appropriate writing mechanics with the assistance of a mediator and mediation strategies. Hidri suggested that involving students in joint dynamic assessment activities can help with critical thinking and learning autonomy skills.

Dynamic assessment has been used with a focus on foreign language grammatical achievement. In a mixed method research design 58 learners in two language proficiency levels were selected to examine the effects of dynamic assessment in grammar

achievement (Estaji & Ameri, 2020). The study used an interventionist to investigate the effects of dynamic assessment. The results determine that there was not a significant difference in the effect of the interventionist to high-intermediate as opposed to the group without intervention. However, there was a significant difference in low-intermediate proficiency of the group with intervention in comparison to the group without intervention. On the other hand, in a quantitative study of 52 undergraduate EFL, Scotland (2022) found that an interventionist in the form of collaboration had a greater impact in students' complex grammatical structure learning than completing tasks individually. Both studies show that dynamic assessments can increase the academic outcome in grammar as students work towards obtaining a second language.

Additionally, dynamic assessment can assist with other language learning difficulties and provide individualized evaluation. In a research study of 31 bilingual students between the ages of 5-9 to identify vocabulary learning disorders using a test-teach-retest approach, Petersen et al. (2020), studied the effect of dynamic assessment to define nonsense vocabulary words from text. The researchers found that children's inference abilities to determine meaning to made-up words varied when they possessed less English vocabulary knowledge. Also, in a quantitative study of 96 male high school students from an EFL class in Ethiopia, researchers found that dynamic assessment was effective in the improvement of basic EFL grammar through reading and listening skills (Al-Dawoody Abdulaal et al., 2022). The researchers concluded that dynamic assessment could measure the students' language growth significantly since it compares students' present performance providing a personalized picture of the students' learning as opposed

to nondynamic assessment which compares the student's performance to other students' performance. In both studies dynamic assessment assisted in creating an individualized assessment opportunity for students to show growth. Table 5 shows various teaching strategies of transactions through dynamic assessment.

Table 5

Strategies of Transactions Through Dynamic Assessment

Study	Strategy	Description
Hidri (2019)	Writing (with mediation/interventionist)	Locating key words, use of appropriate writing mechanics
Estaji & Ameri (2020); Scotland (2022)	Grammar (with mediation/interventionist)	Mediator assisted in the form of collaboration
Al-Dawoody Abdulaal et al., (2022).	Vocabulary development	The use of nonsense words to produce meaning

English Language Teachers Creating Online Learning Spaces

As online learning increases in popularity for K-12 students, so does the need for creating an educational experience that benefits ELLs. As teachers adjust their teaching strategies to accommodate online learning, many ideas began to surface. Seminal researcher, Rovai (2002) explained that students in online learning can feel isolated and to assist with this concern an increase in affective support is needed through a strong sense of community. The CoI model promotes collaboration, critical thinking, and moves away from the conventional teaching towards building knowledge that is meaningful and personal (Garrison, 2017). The CoI approach can serve as a guide for teachers to create a virtual environment that sets the climate, selects content, and supports discourse for an optimal learning experience.

CoI is an online model that interlocks three presences in online learning: teaching presence, cognitive presence, and social presence. All three presences overlap and work together to create an optimal online learning environment. According to Garrison (2017) the CoI framework has great potential for a K-12 education online and blended learning setting. According to Tabassum and Mohd (2024) an effective learning environment created by the three presences help to enhance students' critical thinking skills and active engagement. The teacher's role is to create, organize and facilitate online classes by setting the climate, selecting content, supporting discourse while keeping in mind the class objective and the students' individual needs (Garrison, 2017). The CoI approach is especially useful for ELL students as it helps create an online environment that promotes collaborative learning and interactions among the students which is crucial when learning a second language (Erwani et al., 2022; Saraç & Doğan, 2022; Tarrayo et al., 2021; Yeh et al., 2021). This next part of the literature review is organized by these overlapping areas of CoI, related to how teachers of ELLs create online spaces.

Setting Climate

Setting the climate is the interaction of the goals or teaching presence and the participants, which is social presence (Garrison, 2017). Garrison (2017) explained that through open communication, encouragement, and acknowledgement students will feel secure to participate. Additionally, Garrison explains that a strong teaching presence will influence the social presence as the teachers' participation is modeled by the students, meaning that if the teacher establishes a climate of learning and participation through example, the students will model and follow. Jiang and Zhang (2020) used a pre/posttest

analysis to the effects of specific socializing activities to increase participants' rapport and social presence during their online collaboration in a massive open online course for EFL writing. They found that the explicit socializing group had more interactions and better learning outcomes than the implicit socializing group. To promote student engagement teachers' facilitation has a major impact on online discussion forums especially when the second language is limited (Xiaoxing & Deris, 2022). Results showed a correlation between the CoI model using teaching, social and cognitive presences applying to online courses with similar applications in EFL asynchronous online discussion forums where students interact with the teacher and with other students (Xiaoxing & Deris, 2022). Most recently, in a mixed post-COVID study of 124 undergraduate students in Thailand from different fields, Lungkapin (2024) found that the teaching presence where fostering solid teacher-student relationships was necessary for meaningful student experiences. Collectively, research shows that as students work in online spaces, it is ideal to encourage their participation and interactions with each other, the teacher, and the content.

Motivation and emotional regulation are important factors to consider as teachers set the climate to provide students with opportunities of both personal and educational interactions in online settings. Some studies have shown that motivation is a problem in online courses. For example, Shimray and Wangdi (2023) found that language learners tend to get bored with online courses because of disengagement that can be the result of difficult or less appealing teaching materials, too many assignments or disinterest in the subject. Results also showed that students were bored when they did not have many

opportunities for interactions (Shimray & Wangdi, 2023). Furthermore, in a quantitative study of 336 English major students from China, researchers found that in a collaborative online learning setting, being able to regulate the learners' emotions was beneficial to the collaborative writing tasks (Zhang et al., 2021). By regulating individual emotions and assuring consistency and productivity during online interactions, functionality as a group was enhanced (Zhang et al., 2021). Zhang et al., (2021) suggested that teachers can increase the students' awareness by creating opportunities to promote emotional regulation. Also, Gozali et al. (2022) found that teachers in Indonesia were able to create a collaborative online environment although it was noted that affective expressions needed to be handled carefully. The qualitative research review of 94 articles of English language teaching during the pandemic gives a synthesis of the CoI framework and how the three presences were demonstrated with a larger number of indicators categorized as part of the teaching presence (Gozali et al., 2022). The researchers found that when teachers created opportunities for students to work in smaller groups, students were less isolated and even initiated small group discussions and study groups.

Setting the climate with opportunities for participation and interactions allows for ELLs to practice and grow in their language acquisition and provide opportunities for academic and personal growth. Another important element of setting the climate, is setting clear goals, and providing relevant discussions to allow for students' understanding and active participation in the course. Interactions among class participants can aid the success of the activities within the class (Erwani et al., 2022). In a qualitative case study, Erwani et al., (2022) observed and interviewed a group of lecturers and

students from an English as a Foreign Language (EFL) class to find four different interactions in the course. The four interactions are: student-instructor, student-student, student-content, and student-interface. The student-instructor interactions were observed when lecturers provided material for class discussion, using the students' ideas in discussions and class interactions, involving students, and providing evaluation through assessments and feedback (Erwani et al., 2022). Cancino and Avila (2021) found that even though 54 ELL students from a University in Chile expressed how class planning, content, and online instruction performed by the teacher helped develop learning, the students were not satisfied with the levels of interaction. In the mixed exploratory study researchers expressed how less interactions negatively influences the social presence within the class (Cancino & Avila, 2021). Additionally, Prijambodo and Lie (2021) established that virtual meetings that were teacher-centered reduced the opportunities for student-student interactions which drove students to be passive learners and in turn less productive with their tasks.

For online ELLs the delivery and learning process can set the tone for their learning and participation. Setting the climate can also influence students' perception of the course which in turn will enrich their outcome. In a mixed study of 42 undergraduate students in an English as a Second language synchronous course using CoI questionnaire and online observations applying a netnography research design, researchers found students indicated that the essential course goals were not clear, and discussions were not relevant to the students' learning (Lopes Jr. & dos Santos Canto, 2022). Lopes Jr. & dos Santos Canto (2022) also found that students at times did not use their cameras to show

themselves as they interacted. Since students would participate from various places such as work they could not interact as comfortably as needed. In a qualitative study exploratory case study of 75 university level EFL students enrolled in an English vocabulary 12-week synchronous course, Alger and Eyckmans (2022) found that it was crucial to acknowledge and react to what teachers and others say. The study established that students also appreciated the opportunities to talk about off task topics. Since the students were able to contribute to the personally relevant conversation, they were also able to practice the language (Alger & Eyckmans, 2022). Setting the climate with clear goals and activities that are appealing, provide a sense of collaboration, encourages participation, and allows diverse opportunities of language learning through interaction will determine the students' outcome during the course.

Selecting Content

Selecting content interlaps content and teaching as it regulates learning. Selecting content (teaching and cognitive presence) determines the student outcome when teachers are trained to facilitate online courses with planned activities that are engaging and go beyond the confines of the online course (Şahin Kızı1, 2020). In a mixed study at a University in Turkey of 156 foreign language students, researchers found that the teaching presence in an online course following the CoI model can influence overall students' outcomes as it facilitates clarity by means of the presented objectives using modules with clear goals and objectives that allows students to work at their own pace through the assignments and assessments (Şahin Kızı1, 2020). The tools selected for students' interaction shows the instructors' awareness and attitude towards online

learning (Taghizadeh & Ejtehad, 2021). According to Taghizadeh and Ejtehad (2021), even though preservice ELL teachers did not have a lot of experience with a variety of online tools optimal for teaching English in online environment, they showed a positive attitude towards implementing online tools to enrich online interactions (Taghizadeh & Ejtehad, 2021). Another way selecting content can assist in the ELL online class environment is providing activities where students can have access to various sources of learning. In a blended learning EFL course students viewed videos and revised class materials prior to face-to-face interaction and participated in an online discussion based on what was learned during the class (Xiaoxing & Deris, 2022). Results from the mixed methods study with 97 participants showed that teachers' active participation and timely feedback influenced students' participation and outcomes (Xiaoxing & Deris, 2022). The finding in these studies show the importance of teacher facilitation when setting up an online course to promote students' interactions.

Online second language learning is centered on the students' level and abilities. In a qualitative phenomenology study, Nayman and Bavlı (2022) explored 16 English as foreign language teachers' experiences during emergency remote teaching (ERT) with online learning and teaching productive skills (speaking and writing). The teachers all agreed selecting activities centered on the student is practical and useful as a means to start class interactions and student engagement. Regardless of the teaching levels, teachers found similar advantages and disadvantages of online language teaching (Nayman & Bavlı, 2022). One of the advantages is the easy access to materials and the many online tools and features such as virtual breakout rooms to group their students. On

the other hand, since teachers had different language level students within a class, it was difficult to give students individualized attention or to scaffold content, which is a very important tool in second language learning (Nayman & Bavli, 2022). Yulianto and Mujtahid (2021) also established advantages and disadvantages in online EFL classroom geared towards online assessment. In a qualitative study of 12 English as a second language teachers in Indonesia researchers found that assessments varied as some teachers were concerned with monitoring the students and others were concerned with the poor internet service students dealt with (Yulianto & Mujtahid, 2021). Having optimal tools, connectivity, resources can assist with providing content that will benefit students and teachers.

Selecting content can also be established by utilizing social networks and similar technological tools that can benefit the online interaction in an online English as a second language course. Social networks are not only viewed as daily communication tools, but also as pedagogical tools (Mudra et al., 2022). Researchers of a qualitative study of ten undergraduate ELL found that students preferred online social networks such as Facebook, WhatsApp, Twitter, podcasts, and Instagram to interact and learn English (Mudra et al., 2022). Additionally, Rock (2022) found that with the shift to technology innovation as tools for writing where second language learners participate in various types of writing samples it is necessary to identify features that can be used in a rubric for assessment purposes. Rock (2022) found five primary areas for assessment of written performance in academic blogs: task fulfilment, content, organization, genre specific features, and language use. With technology innovations and the significant increase of

unlimited online sources, selecting content can be based on students' preferences and with applications that are familiar to them.

Supporting Discourse

Supporting discourse is the interlap of social and cognitive presences where participants and content engagement is established via the interaction of all participants in the learning community to include the teacher (Garrison, 2017). According to Garrison (2017) learners must take responsibility as they construct meaning with emphasis on the process of collaborative learning. The responsibility of facilitating discourse does not just fall on the teacher but on some or all the students (Lopes Jr. & dos Santos Canto, 2022). Kuzu et al. (2022) explained how a modular system allows for distant EFL students to take responsibility by revisiting lesson and by providing fragmented learning experiences. In this qualitative study semi-structured interviews and observations focused on the perspectives of instructors and administrators. The results showed that even though the instructors admitted it was an increase in their normal workload, it could be beneficial for second language students as they prepared for next steps within the course (Kuzu et al., 2022).

As more classrooms transition to online learning, teachers may find it challenging to encourage discourse. In a qualitative study with a semi-structured interview administered to 17 EFL instructors that transitioned to online and hybrid learning during COVID, researchers found the instructors' perception towards online teaching was negative (Saraç & Doğan, 2022). The instructors expressed the challenges faced with creating online collaboration for second language learners. The study also found that

when compared to face-to-face instruction, the instructors explained that the online setting provided limited opportunities for instructor-student and student-student interactions because students treat the online classes as one-sided due to the limitations of the LMS. Tarrayo et al. (2021) found that teachers were also concerned with the students' learning modes, comprehension, and student engagement when transitioning to flexible learning in the online synchronous classes since language learning relies on these important interactions for improved learning. Confirming these same concerns, in the mixed study Philippine university level ELL teachers had concerns about the restricted exchanges among students and the difficulty to assess nonverbal cues such as body language and facial expressions. Algethami (2022) also found challenges with teaching English online. In a mixed method of 161 students from 14 Saudi Universities, researchers found that teachers were concerned with student engagement and motivation as they observed that students were less motivated and less engaged on online language classes as opposed to face-to-face. Teachers also expressed that even though they had concerns with student motivation and assessment reliability, online courses were easier to manage and more accessible for students (Algethami, 2022; Tarrayo et al., 2021).

Online instructors of ELLs have various successes and challenges in developing online spaces that support discourse for ELLs. In a mixed methods study with 52 instructors of online writing course with EFL students, researchers found that synchronous collaborative writing were a challenge for online instructors as they examined the pros and cons of online writing collaboration for ELLs (Chanwaiwit & Inpin, 2021). As pros, Chanwaiwit and Inpin (2021) found that online collaborative

writing promotes collaboration, students had access to online writing tools which assisted in the development of fluent and accurate writing samples. As cons, they found that with the tools, they cannot determine the student's real performance in the target language. Students' attendance and lack of teacher training can also have a negative effect on online instruction (Louis-Jean & Cenat, 2020)

Feedback is a strategy that helps language learners improve through teacher guidance as they acquire a new language. Feedback enables teachers to support discourse as they interact with the students' academic activities providing comments and advice that guide students' learning. According to Zubaidi (2022), feedback is a crucial source to support second language acquisition. In a mixed method study with five Indonesian EFL lecturers and thirty university level students, lecturers provided more direct feedback using screencast than indirect screencast feedback when dealing with language usage for writing assignments as they deemed it informative and was easy for students to understand. Additionally, Zubaidi (2022) advised that future lecturers that are looking into screencasting as a feedback strategy must assure that students benefit from the tool and not just use it because it is easier to use. Vatansever and Toker (2022) found that screencast feedback helped the instructor student relationship as it pertained to cognitive-social presence in the online course. In the mixed study of 14 foreign language teachers, researchers found that even though students appreciated the bond created through individual feedback from the instructor it was noted that for an English learning environment screencasts used without written feedback would create challenges for lower language proficiency students because of the understanding portion as they were not able

to look up words because they did not know how to spell them (Vatansever & Toker, 2022). And providing feedback to a group about their writing is challenging for teachers (Chanwaiwit & Inpin, 2021). Collectively these articles show the importance of supporting discourse with feedback that can benefit students' learning.

Other strategies have been explored to support discourse in an online environment for ELLs. Using the flipped classroom as a strategy for ELLs is becoming more and more common in the computer assisted language learning setting (Pasaribu & Wulandari, 2021; Pratiwi et al., 2022). Pasaribu and Wulandari (2021) found that when using the flipped classroom, the teacher candidates' engagement and participation increased. For the case study, researchers used focus groups, questionnaires, and observation of the 34 teacher candidates for the students' interaction with the assigned content and materials.

Researchers also found that the students were given opportunities of discourse and engagement with the discussions on theories on educational technology and by the active participation (Pasaribu & Wulandari, 2021). The flipped classroom can also be used to assist in students speaking skills as they view content prior to the synchronous class meeting. Pratiwi et al., (2022) concluded that the flipped classroom improved students' learning outcomes as well as promoted learner engagement during the learning process. The convenience of accessing materials prior to the class from any location and time allowed for flexibility and additional practice time (Pratiwi et al., 2022).

In addition to strategies, finding tools that enhance students' language learning is also essential to establish a system of support. Flipgrid is a video discussion platform that allows students to interact via video recordings (Muslimin et al., 2022; Yeh et al., 2021).

Researchers found that video based asynchronous computer-mediated communication can support student engagement, social interaction, create a sense of community (Yeh et al., 2021), boost students' confidence, increase positive attitudes, and lower anxiety levels (Muslimin et al., 2022). Yeh et al. (2021) explored the use of Flipgrid in an English as second language undergraduate course at a Midwestern College of the United States with 10 international students. The study focused on the students' video responses to teacher selected prompts and how the responses promoted a sense of community and connection through the students' shared experiences (Yeh et al., 2021). Additionally, Muslimin et al., (2022) found that even though Flipgrid helps most of the students with their speaking improvement, attitudes, and anxiety; in some instances, students with higher levels anxiety, it did not promote language gain.

Summary and Conclusions

The review of current studies related to ELLs and the strategies used in online sources reflect a need for strategies that will help the targeted population succeed in their academic growth as they work in online learning environments. Online learning spaces will provide an optimal experience for ELLs when the three interlapping areas related to the CoI work together (Garrison, 2017). The CoI framework is often used to assist in creating online learning spaces so that teachers purposefully set the climate, select the content students learn, as they support discourse among their students. The review of the literature helped identify the need of strategies to assist ELLs when learning a new language. Although there has been research in the topic CoI and ELLs (Erwani et al., 2022; Saraç & Doğan, 2022; Tarrayo et al., 2021; Yeh et al., 2021), the intersection of the

use of transcaring strategies in online spaces through the lens of CoI has not been researched. With interview questions aligned with transcaring strategies and setting the climate, selecting content, and supporting discourse, in my study, I will explore how teachers have used different strategies to help ELLs in online learning spaces.

ELLs have unique characteristics that require unique teaching strategies. Students who become part of high school classrooms in the United States and do not have the language skills tend to struggle because of many factors, not just their ability to learn the language (Meletiadou, 2022; Prada, 2020). There are many characteristics at play in addition to the language barrier such as culture and family. Garcia et al. (2012) researched four transcaring strategies that focused on helping ELLs in a classroom environment. The strategies are: translanguaging, transcollaboration, transculturation, and transaction through dynamic assessments (Estaji & Ameri, 2020; Hidri, 2019; Scotland, 2022).

Transcaring strategies are used to help teachers and students learn a target language with the use of the native language (Garcia, et. al., 2012). As one of the transcaring strategies, translanguaging has been very popular among researchers (Almayez, 2022; Liu & Fang, 2020; Moody et al., 2021; Ponzio, 2020, Zhu & Gu, 2022). The other three strategies have yet to be explored in depth and can prove to be beneficial for students' language learning experience. Transculturation has been researched in the lens of acculturation, however not as a strategy for transcaring and learning a language (Crawford, 2020; Meletiadou, 2022; Prada, 2020). Transcollaboration has also been researched, however not in the light of a transcaring strategy where the community gets

involved in the students' language development (Martin-Beltran et al. 2018; Mbirimi-Hungwe & McCabe, 2020; Meletiadou (2022), and not examined in the online learning context. Additionally, transactions through dynamic assessments (Estaji & Ameri, 2020; Hidri, 2019) will have merits as a transcaring strategy as students are able to interact with the ongoing assessments. Transactions through dynamic assessments is the least researched strategy from the four transcaring strategies mentioned.

A transcaring approach can be used to create an environment where ELLs feel equal to their peers (Yilmaz, 2024) in all levels of learning. The transcaring strategies emphasize one aspect of online learning for ELL students which is the importance of the role the teacher plays in creating opportunities for learning. Although, providing an optimal environment for learning may not be the only notion to take into consideration for ELLs, my study may contribute to the understanding of how the use of transcaring strategies can help ELLs learn in an online environment.

A lot has been researched about the use of the CoI in online learning spaces to help ELLs students when learning English (Erwani et al., 2022; Saraç & Doğan, 2022; Tarrayo et al., 2021; Yeh et al., 2021), however no research has been conducted that shows how transcaring strategies help teachers' perception when teaching ELL students in an online environment. My study will contribute knowledge to the gap of understanding of how transcaring strategies can be used to help ELLs in online spaces and provide transcaring tools to assist students and teachers throughout the online learning process.

In Chapter 3, I described the methodology I used for my study. The sections of the chapter are research design and rationale, role of the researcher, methodology, and issues of trustworthiness. In Chapter 4, I reported the results of my study. The sections included setting, demographics, data collection, data analysis, evidence of trustworthiness, and results.

Chapter 3: Research Method

The purpose of this study was to explore teachers' experiences of secondary ELLs in applying transcaring strategies in online learning spaces. To accomplish this purpose, in interviews I explored the experiences of secondary teachers of ELLs related to how they set the climate, select content, and support discourse to provide the transcaring strategies of translanguaging, transcollaboration, transculturation, and transactions through dynamic assessment in online learning spaces.

Chapter 3 includes an overview of the research study. The sections of the chapter are research design and rationale, the role of the researcher, the methodology to include participants and the selection of participants, and interview questions. Additional information such as procedures for recruitment, data collection, and data analysis are also included.

Research Design and Rationale

The central RQ was as follows: What are the experiences of teachers of ELLs related to how they set the climate, select content, and support discourse as a way to provide transcaring strategies in online learning spaces? From this central RQ, three RQs facilitated the data collection. The three RQs were as follows:

RQ1: How do teachers of ELLs apply transcaring strategies when setting the climate in online spaces for secondary ELLs?

RQ2: How do teachers of ELLs apply transcaring strategies when selecting content in online spaces for secondary ELLs?

RQ3: How do teachers of ELLs apply transcaring strategies to support discourse in online spaces for secondary ELLs?

I used a qualitative research method with a basic qualitative research design. A qualitative research design allows for an understanding of how people construct and make sense of their world and experiences (Merriam & Tisdell, 2015). Ravitch and Carl (2016) defined qualitative research as “systematic and contextualized research process to interpret the ways that humans view, approach, and make meaning of their experiences, contexts, and the world” (p. 4). With my study, I interpreted how teachers use transcaring strategies to maximize ELLs online learning experience.

I chose a basic qualitative research design for this study. Research design determines how the researcher connects theory with the research questions and data analysis for a specific topic (Ravitch & Carl, 2016). Merriam and Tisdell (2015) defined basic qualitative design as a study where the researcher’s primary goal is to uncover how people make sense of their lives and their worlds and to uncover the participants’ understanding of the research topic. Caelli et al. (2003) explained that basic or generic qualitative research does not follow a set assumption as other known qualitative studies. The goal of a basic qualitative study is to interpret data in a straightforward descriptive manner while understanding the phenomenon pertaining to the people involved. (Caelli et al., 2003). A basic qualitative researcher should be interested in how people interpret personal experiences, how people construct their worlds; and the meaning attached to those experiences (Caelli et al., 2003; Merriam & Tisdell, 2015) as well as presenting the participants' views and those experiences in the real world (Kennedy, 2016; Yin, 2015).

I chose a basic qualitative design because it aligns with the research questions that explored teachers' experiences of secondary ELLs in applying transcaring strategies in online learning spaces. The basic qualitative design allowed for the exploration of how teachers interpret their teaching of ELLs in an online space viewed through the lens of the CoI. The basic qualitative design also allowed for the use of the interview as the sole source of data collection (Kahlke, 2014). With an interview, I explored the different perspectives on the study (Rubin & Rubin, 2012). For a basic qualitative study, the researcher is the primary data collection instrument where understanding can be determined through verbal and nonverbal communication and the researcher can explore responses with participants (Merriam & Tisdell, 2015).

Qualitative research studies human views with a focus on the interpretation and perceptions with a range of approaches throughout different disciplines (Ravitch & Carl, 2016). Some of the most common approaches are case studies, ethnography, action research, and basic qualitative approach. Each of the approaches has its own unique setting and description. However, all are focused on understanding how humans create meaning in the world around us (Merriam & Tisdell, 2015). Understanding each design was beneficial as it helped narrow down my selection and provided approaches that I could use to further my research once the original study was complete.

The different qualitative approaches each have unique characteristics that can be useful when researching topics in education. For the case study, the researchers are bound to the phenomenon by time and space, and it is used to explore and observe a group's experiences. The primary sources of data can be interviews, observations, and documents

such as journals. The research analyzes a process, an activity, or a program (Creswell & Creswell, 2018). On the other hand, like the case study, the heuristic inquiry approach also analyzes a phenomenon; however, for this particular qualitative approach, the researcher includes their own experiences (Merriam & Tisdell, 2015). Another approach that I explored was ethnography which stems from anthropological studies where the researchers study the behavior, language, and patterns of a human society or cultural group for an extended period of time (Creswell & Creswell, 2018; Merriam & Tisdell, 2015). Autoethnography is a type of ethnography where the researcher is part of the study and asks how their own experiences offer insights into the culture (Patton, 2002). Case study and ethnography were not good choices for my study because I was limited in time and I did not want to limit the space or extent of my study as I learned about peoples' perceptions, beliefs, and experiences which is what a basic qualitative study allowed me to do (see Percy et al., 2015).

Action research was also considered as a possible qualitative research design. Action research is a systematic inquiry conducted by educators with specific interests in a topic or area of study that they would like to explore further, as well as how their environment functions in that setting (Mertler, 2017). Additionally, action research is used to analyze data in real-time to influence change (Ravitch & Carl, 2016). Although, as an educator, I would lean towards this type of research for my classroom, my study was broader. I sought a wide range of settings and experiences, which is why I stand firm on selecting the basic qualitative approach as the approach for my study.

The basic qualitative approach is ideal when the research is generic and exploratory in nature (Kahle, 2014) and is not tied to any particular methodology (Kennedy, 2016). Basic qualitative research is used to describe or explore using one source of data, such as the interview, where individuals build reality as they interact while meaning is created, not discovered (Merriam & Tisdell, 2015). Basic qualitative studies also fit with various types of frameworks (Kennedy, 2016). I chose basic qualitative research because I explored how teachers use transcaring strategies in online learning spaces with the CoI (Garrison, 2017) as a framework and the best way to explore is through online interviews with teachers of ELLs. Since teachers may not necessarily know about transcaring strategies (García et al., 2012) for ELLs, it was best to conduct interviews to explore the different strategies they took as they interacted with students online. Additionally, the CoI is a framework used with online learning where social, cognitive, and teaching presences interact to create an optimal learning experience (Garrison, 2017). Between the overlap of the presence, the teacher supports discourse, selects content, and sets the climate to enhance the learning experience, which is what I used to explore the transcaring strategies teachers of ELLs use. Interviews are the best way to explore the experiences of others and learn to view that experience from a different perspective (Rubin & Rubin, 2012).

Role of the Researcher

For this qualitative study, I served as the primary investigator as an observer. As the primary investigator and observer, I established the recruiting requirements and establish the guidelines needed to conduct interviews. I also established the participant

guidelines and interview protocol. The interview was conducted using an established interview protocol that was approved by my committee and tested with a peer for effectiveness. Finally, I analyzed the data, report, and interpret the results.

My role as a researcher did not conflict with my present position as a high school Spanish teacher since my role was different from the targeted participants, which are teachers of ELLs. The participants for this study were selected randomly and voluntarily as I recruited teachers who are part of online professional teaching groups that fit the descriptive criteria for the study, and I did not recruit teachers from my own building.

For my interview questions, I used information from the *Walden Interview Guide Worksheet* by identifying key concepts. Since the framework is CoI (Garrison, 2017) I used to set the climate, selecting content, and supporting discourse to ask about the strategies teachers used for ELLs students in an online setting. I made sure that I asked open-ended questions (Jacob & Furgerson, 2012; Rubin & Rubin, 2012) and that the questions were neutral with follow-up questions and follow-up probes (Patton, 2002) when necessary. I also assured that the interviewee felt comfortable, and I established trust by not violating any promise of confidentiality (see Rubin & Rubin, 2012).

Methodology

In the methodology section, I will describe the process of participant selection, the instrumentation, the procedures that were used to recruit the participants, and a data analysis plan.

Participant Selection Logic

The participants were selected using the purposeful sampling method. Purposeful sampling focuses on selecting participants who can provide the information because of their in-depth understanding of the topic (Patton, 2015). Purposeful sampling was expected when the participants are a representation of the population to be explored (Lincoln & Guba, 1985). Purposeful sampling was an appropriate strategy since the participants met a certain criterion to provide an in-depth understanding of the phenomenon (Merriam & Tisdell, 2015). Purposeful sampling, including snowball sampling, was accomplished by recruiting in online spaces where teachers who might meet the study's criteria interact.

Inclusion criteria to participate included teachers who:

- 18 years or older
- Secondary (grades 9-12) ELL teacher in the United States.
- Have taught ELLs online, virtual, or hybrid for a minimum of 1 year

Interested participants who saw my study invite contacted me via email or direct message. I had several strategies to be sure consenting participants fit these criteria. First, I targeted online groups where teachers who were likely to fit these criteria interact. Additionally, I asked participants for a school email to confirm that they do teach at a school in the United States. The other inclusion criteria were confirmed at the beginning of the interview by having teachers answer introductory and screening questions. During the screening questions, the participants talked in depth about teaching ELLs online, which allowed me to move forward with their participation in the study.

As far as the sample size, there was not a particular number of participants, as sampling depends on the data and topic, among other factors (see Mason, 2010). I would have preferred to stay within the 12-15 participants or as I reached data saturation. Data saturation was obtained when no further themes developed within consecutive interviews (Francis et al., 2010). Participants were selected with inclusion criteria; the interview followed a set of similar questions as the participants shared similar experiences and common knowledge about the phenomenon, which required fewer participants (see Guest et al., 2006). Guest et al. (2006) expressed that since participants are selected with similar experiences, saturation appears to happen with twelve participants. Finally, time is also a determining factor for sample size (Baker et al., 2012).

Instrumentation

For my basic qualitative study, I used the interview protocol as the sole instrumentation for data collection. The interview questions were semistructured open-ended questions used for consistency. I also used probes and follow-up questions as needed. For my interview questions I used information from the *Walden Interview Guide Worksheet* by identifying key concepts and arranged in order using my RQs. Since the framework was CoI (Garrison, 2017), I used to set the climate, selecting content, and supporting discourse to ask about the different strategies teachers used for ELLs students in an online setting. I developed open-ended questions (see Jacob & Furgerson, 2016; Rubin & Rubin, 2012) and designed the questions to be neutral with follow-up questions and follow-up probes as necessary (see Patton, 2002). I also made sure that I made the

interviewee feel comfortable and established trust by not violating any promise of confidentiality (Rubin & Rubin, 2012).

The interview was created to align with the research question and three subquestions. The instrument incorporated the research questions with the transcribing strategies to explore how teachers support ELLs. The instrument was a semistructured interview where participants responded and made sense of past experiences as they reflected and recalled past events (see Roberts, 2020). Since the study was a basic qualitative study, an interview was sufficient to obtain the lived experiences of the participants. The choice of instrument for data collection and the different techniques for data analysis sustained research validity (Bashir et al., 2008). Content validity was established with corroborations via member checking and peer debriefing (Chung et al., 2020; Megheirkouni & Moir, 2023). I also followed ethical procedures to conserve the study's integrity and validity (Chowdhury, 2015).

Interview Guide

The interview guide was based on research that Turner (2010) and Rubin and Rubin (2012) presented in relation to conducting effective interviews for qualitative research. Interviews provided a deep understanding of the participants' perceptions and experiences (Rubin & Rubin, 2012; Turner, 2010). The interview guide ensured that the interviewees' time was used appropriately and served as a way for all participants to be asked about the same topics (Patton, 2002). Table 6 is a configuration of the 10 interview questions aligned to the research questions. The full interview protocol can be found in Appendix A.

Table 6*Interview Questions Aligned to Research Questions*

	RQ1 Climate	RQ2 Content	RQ3 Discourse
IQ1: Describe for me the online space you've created for your ELL students. If I were a student in your class, what could I expect when I visit?	X		
IQ2: What strategies have you used to keep your students feel safe, motivated, and relaxed in the online space?	X		
IQ 3: What are your experiences in using students' first language in online spaces?	X		
IQ4: What do you take into consideration when selecting content for your online lessons and activities?		X	
IQ 5: In what ways have you tried to use any external resources such as students' parents, administration, other teachers, from beyond the classroom for information and advice to plan and deliver a lesson related to teaching ELL?		X	
IQ 6: What other ELL activities have worked well for you in an online learning space?		X	
IQ 7: What strategies have you used in getting your students to interact with each other in online learning spaces? Please provide an example.			X
IQ 8: In what ways during assessments are students able to use their own language if needed?			X
IQ 9: How do you assess your students in an online learning space?.			X
IQ 10: In the online space, what communication strategies between students and with you as the teacher have been most successful with your ELL students?			X

Note. IQ = interview question; RQ = research question

Overall, three to four questions per subquestions were asked for a total of 10 interview questions. As far as alignment, interview questions 1-3 aligned with setting the climate where I explored the process teachers follow to create an atmosphere conducive to learning, motivation, and encouragement for ELLs. Interview questions 4-6 aligned with selecting content where I probed for teachers' reasoning behind selecting different materials to assist with teaching ELLs. The last four interview questions were aligned with supporting discourse. For this section of the interview, I wished to understand how teachers assessed and acknowledged students' academic development through assessments and other means that express students' understanding.

Content validity shows the extent to which the instrument created measures what it intended to measure (Almanasreh et al., 2019; Taherdoost, 2016). To obtain content validity, the instrument provided evidence of relevancy to the study (Almanasreh et al., 2019). Content validity of the interview guide was established through an extensive literature review of the phenomenon (see Taherdoost, 2016). Additionally, another way to establish content validity was by using experts in the field (Almanasreh et al., 2019; Taherdoost, 2016), which was accomplished during peer debriefing.

Procedures

The following section includes the procedures and steps taken during the data collection process. I explain the procedures for recruitment, the procedures for participation, and the procedures for data collection. Before starting recruitment, I first requested approval from the Institutional Review Board (IRB) at Walden University.

Procedures for Recruitment

The procedures for recruitment involved various steps. Negrin et al. (2022) stated that laying the base in a recruitment plan can assist in the success of the study. In relation to recruitment, I created an infographic with a brief introduction of the study and inclusion requirements for potential participants. The inclusion requirements were teachers of ELLs in the United States with online teaching experience of a minimum of one year. I contacted the administrators of the Facebook online professional communities to request permission to post the infographic on the groups' page. I posted the infographic on one group at a time from the list of related groups (see Table 7). I kept careful records of where and when I recruited in these online social groups in my research journal. In addition to having the study's basic information and the requirements, the infographic contained instructions used to contact me via email or direct message to indicate interest in the study. When potential participants contacted me, I corroborated their work email from a school in the United States. I then sent the university-approved informed consent form. If they chose to volunteer, they were asked to reply to that email stating their interests. Once I received the email response, I sent volunteers a link to an online form that will inquire about the name, credentials, locations, grade level taught, phone number, and school email address. The information provided in the form was used solely for verification purposes, to avoid imposters, and not shared in any way during, before, or after the research has concluded. Once I confirmed they fit the criteria, I sent a link to Calendly with available time slots for the interview. The participants added their names to the time that best worked for them.

Actual consent to participate was verified verbally, before the interview as I began to record the interview in lieu of signature. I continued recruitment until I established saturation.

Table 7

Professional ELL Online Communities Identified for Online Recruitment in order of contact

Facebook Professional Group Name	Number of members as of 09/19/2023
New Online ESL Teachers Community	55,191
TESL (Teaching English as A Second Language)	13,090
Online ESL Teacher Success and Support	34,240
Online ELL Teacher Network	30,555
ESL/ESOL Teachers in Secondary	10,282
Innovative Teachers of English	321,117
Researching Multilingualism in Education	3,862
Helping ESL/ELL Teachers K-12	3,073
Online ESL Teaching: Recruitment, Mentoring & Support	94,671
ESL Teachers Club	63,961
Teachers and Learners of ENGLISH LANGUAGE from all over	5,597
Advocating For ELLs	14,514
Translanguaging in Schools	204
WIDA Educator Exchange	10,473

Additionally, I also used snowball sampling. Snowball sampling is obtaining participants via interviewees who can extend the invitation via their professional network as a referral system (Merriam & Tisdell, 2015; Patton, 2002). At the end of each interview, I asked participants to refer other teachers who fit the criterion for participation or if they were willing to forward my study invitation to others who might be interested in participating in the study.

Procedures for Participation

Procedures for participation started with setting up and conducting the Zoom interviews. From the information I received from Calendly, I followed up via email with participants in 5 days to establish the best time for contact and extended appreciation. I confirmed the Zoom meeting a week prior to the participants as confirmation of the time and date of the meeting. A reminder was sent the day before as well as an hour before the meeting. The total time needed from each participant was from 85–95 minutes. This included the time needed to read and respond to emails, the interview time of 45–60 minutes, and the member checking time needed to revise the data analysis of the interview.

Procedures for Data Collection

As far as collecting data was concerned, I used the interview protocol to guide the semistructured interviews (see Appendix A). Semistructured interviews are where the interview is more or less structured following a script but with some flexibility in wording and order as needed (Merriam & Tisdell, 2015). The protocol included a script that helped with consistency from participant to participant. I also notified the participants of the recording and notetaking that will occur during the interview. I conducted audio-recorded interviews using Zoom. Even though I used Zoom video recording, the participants' video was not part of the study. The video portion was deleted after each interview per IRB requirements. I only downloaded and saved the audio file. As a backup recording, I used the digital recorder on my personal iPad with the software Voice Record Pro. I have used the program on different occasions, and it is clear and

user-friendly. The recordings are downloadable and easy to transfer to my computer for safe storage. I kept the interviews to 25–60 minutes to respect participants' time. The questions of the interview followed the initial script. I asked probing questions depending on the participants' responses and as needed for additional clarification.

After each interview, I created a verbatim transcript by uploading the video to Kaltura. I copied and pasted the captions created by Kaltura to a Word. I verified the accuracy of the first draft of the transcript by listening to the interview again and making edits as necessary to be sure it matched word for word. I also wrote in my reflexive journal to address any specific details that surfaced. I proofread the transcript for punctuation and added quotation marks when participants' words would merit direct quotations (see Ciblis, 2019). I revised the notes taken during the interview and corroborated details and nonverbal cues that were not transcribed. The participants were assigned a pseudonym of a color in Spanish as a form of identification and to maintain confidentiality and these were added to the transcript. With the transcript, I also made notes on shifts and differences in tone, voice level, assertiveness, and nonverbal observations (see Ciblis, 2019).

Data Analysis Plan

For this basic qualitative study, I conducted data analysis by coding the verbatim transcripts from my interviews. Data analysis is the process of making sense of the data by classifying using themes and categories (Merriam & Tisdell, 2015). Coding assigns codes to raw data (DeCuir-Gunby et al., 2010). Williams and Moser (2019) described open coding as the first step to coding. I proceeded to code each interview. For my first-

cycle coding analysis I used deductive coding with a priori codes to align with the transcaring strategies from my study (see Table 3). Deductive analysis was used to support existing concepts (Patton, 2002). As an added resource, I used data management software to assist with attaching a priori codes to text segments. The software assisted with the organization and sorting of the data (see Ravitch & Carl, 2016) as well as retrieving and storing. Computer software does not analyze the data, it assists in organization such as a filing system that will provide easy retrieval of the coded data (Merriam & Tisdell, 2015). The selected program was Dedoose for its transferability with current word processing programs. I reviewed the codes through the interviews to establish similarities.

For second and third-level coding, I continued to code with assistance from Dedoose. I used in vivo coding that allowed me to use words that stand out from the interviewee's responses or were participant-inspired (see Saldaña, 2016). Saldaña (2016) stated that coding well means that the researcher must read, reread, and immerse themselves in the data as they code and recode. I kept a codebook through Dedoose which was a guide that included what should be coded and how (see Oliviera, 2022). The codebook contained a description of codes and themes that were relevant to the study (see DeCuir-Gunby et al., 2010; La Pelle, 2004). To keep the information organized, I used the software features for easy sorting. I followed La Pelle (2004), who explained how researchers keep codes in documents similar to basic software functionality.

Table 8*A Priori Codes for Data Analysis*

A priori code	Description of code based on literature	Online example
Translanguaging	Translanguaging is language learning strategy that shifts away from using only English in classrooms to go beyond any individual language so that students can construct knowledge more effectively (Allard et al., 2019; Garza Ayala, 2020).	Cognates, movement, frequency words (Barahona, 2019); Native Language (Lee & Garcia, 2021); Peer-assisted (Melatiadou, 2020)
Transculturation	Transculturation is where the students self-reflect to create a connection of students' cultures to increase understanding (Garcia et al., 2012).	Intercultural sharing (Crawford, 2020); Mediation (Schaeffer, 2020)
Transcollaboration	Transcollaboration is the involvement of others as a support system to give importance to the students' well-being and provide social emotional support (Garcia et al., 2012)	Peer-assisted learning spaces (Meletiadou, 2022)
Transactions through dynamic assessments	Transactions through dynamic assessment uses assessments as a dynamic process where students can use their language, culture, schooling, and community practice to extend learning (Garcia et al., 2012).	Writing (with mediation/interventionist) (Hidri, 2019); Grammar (with mediation/interventionist) (Estaji & Ameri, 2020; Scotland, 2022)

After the data were analyzed for each individual participant and categories and themes had emerged, I conducted a member check. I created a 2–3 page description of my interpretation of how the participant contributed to the themes, and I emailed the document to each participant and asked that they verify and validate the findings as member checking (see Saldaña, 2016). Member check is receiving feedback from the participant after analysis to ensure that the responses were not misinterpreted or misunderstood (Merriam & Tisdell, 2015).

As part of the data analysis, I expect to encounter discrepant data. Discrepant data are data that disconfirm or challenge the findings or expectations from the study (Merriam & Tisdell, 2015; Ravitch & Carl, 2016). It is important to identify discrepant data as it strengthens the findings from the interviews by not forcing the data to a specific

code or theme as well as challenge any preconceived notion in the research (Ravitch & Carl, 2016). To be able to deal with discrepant data, I continued various cycles of coding and established peer evaluation. I determined whether the discrepant data was included in analysis, but even if it is not, I reported it in the discrepant case section of Chapter 4.

Issues of Trustworthiness

To address issues with trustworthiness, I examined the study's credibility, transferability, dependability, and confirmability. I also established ethical procedures that grant the ethical principles needed to conduct the research. As the researcher, being transparent in the procedures, to the participants as well as in data collection and analysis was a form of trustworthiness (Adler, 2022). Lincoln and Guba (1985) developed a set of questions to establish the criteria for trustworthiness to denote the internal validity, external validity, reliability, and objectivity of the study. The questions establish the truth in findings, the applicability in the findings, ability to be replicated, the biases of the researcher (Lincoln & Guba, 1985). Another area of trustworthiness was establishing my biases as a researcher and teacher. Since the researcher is the center of the study, during the research process the researcher should self-assess to try to minimize biases (Adler, 2022). In this section I explain how I established trustworthiness by determining credibility, transferability, dependability, confirmability, and ethical procedures.

Credibility

For qualitative research, credibility established whether the data is reliable and an accurate interpretation of the data (Anney, 2014). Qualitative methods are based on interpretive models where credibility is constructed on the researchers' skill and

determination (Bashir et al., 2008). Credibility can be established by strengthening the study's validity which is assuring the data was interpreted accurately and was a *true* depiction of the population studied (Yin, 2015). Another method of establishing credibility was using peer debriefing. Peer debriefing was presenting the research and results to a non-interested peer (Lincoln & Guba, 1985). In this study, I established contact with a peer to revise the coding process as the interviews progressed. Finally, member check can also establish credibility as it includes the participant's voice and eliminates biases during data interpretation (Anney, 2014). Member check may include corroboration and testing for inconsistencies (Anney, 2014) as well as testing for factual and interpretive validity (Lincoln & Guba, 1985). For this study, I used member checking to be sure that I have interpreted interview data correctly.

Transferability

Transferability in a qualitative study is the ability for the study to be transferred to a different setting with similar results (Lincoln & Guba, 1985; Megheirkouni & Moir, 2023). According to Lincoln and Guba (1985), transferability is the ability to provide enough information for those interested in to be able to conduct the same research with similar results or findings. The research can become transferable when the description of findings provides sufficient and detailed information or "thick description" (Lincoln & Guba, 1985). My study was transferable since the description of my participants was clear and similar studies can be replicated to compare results. The study was also transferable because I am provided a detailed description of my methodology and

interview protocol. Transferability was also evident as I kept a detailed audit trail of my procedures.

Dependability

Dependability represents the stability of the obtained and interpreted data (Yin, 2015). Ravitch and Carl (2016) define dependability as the stability in the data, where the data are consistent over time. A research study is also dependable as it answers the research question of this study, and it follows a solid research design with rationale for data collection (Ravitch & Carl, 2016). Dependability can also be based on the students' reliability and validity. Reliability determines the consistency data which can be obtained when the research steps are verified (Bashir et al., 2008). Bashir et al., (2008) conclude that the choice of data collection instrument and analysis techniques can support the validity of the research study. For my study, I tested the interview questions to establish dependability and member checking allowed for participants to revisit the interpreted results to be sure that what they shared was accurate.

Confirmability

Confirmability is the ability for the research findings to be accepted and corroborated by other findings (Chung et al., 2020; Megheirkouni & Moir, 2023). Megheirkouni and Moir (2023) established three strategies for confirmability: interview debriefing, member checking and an ethical approval process. Since the ethical approval process is part of my proposal and discussed in the following section, for my study I obtained confirmability by also using member check and interview debriefing. Member check is the process of challenging the researcher's assumptions with the use of experts

that will ask questions regarding the researcher's interpretations (Megheirkouni & Moir, 2023). Additionally, interview debriefing provides the participants with the opportunity to confirm the findings and the interpretation of the data (Megheirkouni & Moir, 2023). For my study, I used all three confirmability strategies to ensure my interpretations were subjective.

Ethical Procedures

The trustworthiness of qualitative research also depends on how well researchers follow ethical procedures. For a qualitative study, following ethical procedures is necessary to maintain integrity and validity of a research (Chowdhury, 2015). In qualitative studies the researcher enters into the world of the interviewee where ethical dilemmas can arise and handling the dilemmas can impact the study's trustworthiness (Merriam & Tisdell, 2015).

For this study, I followed ethical procedures by submitting an application to the IRB at Walden University. After receiving the approval from IRB, I adhered to the stipulations presented in the application. I conducted audio-recorded interviews to my participants. The interviews took place in my home office that is not shared with any other member of the household. The interview took place behind closed doors using a headset to avoid any persons overhearing the responses. The computer used to store digital data was under password protection and I am the only person with access. I created a folder with subfolders for each participant that was also under password protection. Each subfolder was identified with the participant's code color. Any written notes or journals were locked in a file cabinet. The raw data will remain stored and kept

for 5 years and I will then proceed to destroy the data. Demographics was not a part of the research study and since communication with each participant was direct with initial contact via social media, supervisors and coworkers did not have access to any of the information. Since the participants contacted me using the posted infographic, participation was low-pressure and completely non-coercive. I shared share data analysis with each interviewee. The data were used solely for the research presented and not used for any other reason. The interview questions were low-risk and were not intended to cause harm.

Summary

In Chapter 3, I explained my methodology and reasoning for choosing a basic qualitative study. I described my position as a researcher and described my instrumentation and data collection analysis. Participant selection and process was also described in detail as well as the issues with trustworthiness to include credibility, transferability, dependability, confirmability, and ethical procedures. Chapter 4 will include the data collection, data analysis, evidence of trustworthiness and results.

Chapter 4: Results

The purpose of the study was to explore the experiences of teachers of secondary ELLs in applying transcaring strategies in online learning spaces. To accomplish this purpose, I explored teachers' perceptions on transcaring strategies in online learning spaces. I interviewed secondary school teachers who had experience with online teaching of ELLs. The research questions were as follows:

Central RQ: What are the experiences of teachers of ELLs related to how they set the climate, select content, and support discourse as a way to provide transcaring strategies in online learning spaces?

RQ 1: How do teachers of ELLs apply transcaring strategies when setting the climate in online learning spaces for secondary ELLs?

RQ 2: How do teachers of ELLs apply transcaring strategies when selecting content in online learning spaces for secondary ELLs?

RQ 3: How do teachers of ELLs apply transcaring strategies to support discourse in online learning spaces for secondary ELLs?

In this chapter I will report the results of my basic qualitative research study. It includes the setting of the interviews, the participant demographics, data collection and data analysis. This chapter will also include evidence of trustworthiness and results of the study.

Setting

The research site for this basic qualitative study was conducted using online interviews via Zoom. Since the study was open to any teacher in the United States, no

specific organization or site was utilized. There was a total of six participants interviewed from various states within the United States. The six participants were evenly distributed between male and female teachers with years of experience ranging from 5 to 18 years of teaching ELLs.

Demographics

The participants for this study included six participants from six different school districts within the United States. To distinguish the participants and maintain anonymity, a random color in Spanish was assigned to each participant. The pseudonym does not reflect any characteristic of the participant nor any of their responses (see Table 8).

Table 8

Participant Demographics of Experience, and Current Position

Participant Pseudonym	Secondary Teaching Experience in Years	ELL Teaching Experience in Years	Online Teaching Experience in Years
Verde	8	8	2
Azul	4	12	2
Amarillo	17	5	4
Rosado	18	12	2
Naranja	4	6	2
Celeste	6	18	1.5

Participant Verde was the first interviewee. Verde had 8 years of experience all focusing on ELLs. Verde is a teacher who taught online during the end of the school year 2019-2020, all of the school year 2020-2021, and part of 2021-2022. The total duration of the interview was 21 minutes and 18 seconds.

The second participant was participant Azul. Azul has taught a variety of ELLs in various grade levels. Azul taught secondary ELLs during the COVID pandemic during the years 2020-2022 and had been teaching secondary ELLs for four years but had been a teacher for 12. The interview lasted 26 minutes and 38 seconds.

Participant Amarillo was the third participant interviewed. Amarillo is a secondary level Science teacher with a certification in ELL. Amarillo taught ELL for 5 years and online for the years 2020-2024. Amarillo is currently a virtual schoolteacher and alternates teaching ELLs online with two other teachers. The interview with Amarillo was divided into two sessions due to the participant's previous engagement. The first session was 35 minutes and 35 seconds, and the following session was 16 minutes and 7 seconds.

Participant Rosado was the fourth participant interviewed. Rosado has a wide variety of teaching experience for ELLs. Rosado's teaching experience totals 18 years, with 12 years in the current position of secondary ELLs and a teacher of students with limited or interrupted formal education, two of which were online during the years 2020-2022. The duration of the interview was 73 minutes and 10 seconds.

Participant Naranja has been a schoolteacher for 6 years. Naranja taught ELL at the high school level since 2020. From 2020-2022, Naranja taught online and hybrid to secondary ELLs. The duration of the interview was 29 minutes.

Participant Celeste is the sixth participant interviewed. Celeste, at the time of the interview, was an elementary schoolteacher. However, they also taught high school ELL for 6 years and during COVID in the years 2020-2022. Celeste taught a total of 18 years

to include elementary, middle, and high school students. The interview with Celeste lasted 30 minutes and 28 seconds.

Data Collection

I received IRB approval on December 1, 2023 (IRB # 12-01-23-1013218) and began data collection soon afterward. For this basic qualitative study, I collected data from one source. To minimize discrepant data and avoid imposters, after participants contacted me with interest in participating in the study, I would corroborate with a teacher email associated with an educational institution within the United States. Corroboration was necessary to determine qualifications as well as to prevent imposter participants from being able to enter the study. If the participant was not able to provide an email associated with an educational institution in the United States, I did not schedule an interview with the participant. I conducted a total of six virtual interviews via Zoom using the interview protocol described in Chapter 3. I audio-recorded the interviews using two different recording tools. I used the embedded record feature that is part of the Zoom video program as on recording tool. I also used the application on my phone called Voice Record Pro as a backup recording. Interviews ranged between 21:18 and 73:10 minutes. I used notes for follow-up and important information as the interview was taking place. Unless noted, data were collected as described in Chapter 3. Additionally, no unusual circumstances occurred during the data collection process, unless explicitly stated.

Interviews

The interviews began on December 2, 2023, and ended on May 30, 2024. To prepare interview data for the data analysis phase, I transcribed each audio recording to

make written transcripts The recordings were uploaded to Kaltura for transcription. After copying the transcription to a Word document, the transcription was revised and edited using the recording. I used my initials [RA] as well as a different color font to distinguish between the sections that were spoken by the interviewer and interviewee. I sent transcripts to participants to review for accuracy, as I described in Chapter 3. Next, I uploaded the Word Document to Dedoose in preparation for coding.

Member Checking

Once the data were analyzed, I developed a 2-3-page document to send to each participant for member checking. This document included how that participant's data contributed to the study's themes. No follow-up questions were asked during member checks. No clarification was needed. I did not hear back from any of the participants.

Data Analysis

I used a priori coding as my first level coding that Saldaña (2016) recommended for basic qualitative research. I conducted coding using the four constructs of transcaring strategies: translanguaging, transculturation, transcollaboration, and transactions through dynamic assessment. I continued the second and third level of coding to branch out from the transcaring strategies to more specific emergent codes associated with the interviews (see Figures 2-5). As codes emerged, I developed a codebook described by DeCuir-Gunby et al. (2011). The code book was kept using Dedoose, which is the coding software program I chose to use to facilitate the coding process.

Once a priori codes had been applied, I continued additional levels of coding. I rearranged the codes related to specific constructs of education and the CoI framework as

well as the language used by the interviewees. As more codes appeared throughout the coding process, I removed the a priori codes to focus on the emerging codes from the several rounds.

Figure 2

A Priori Code- Translanguaging

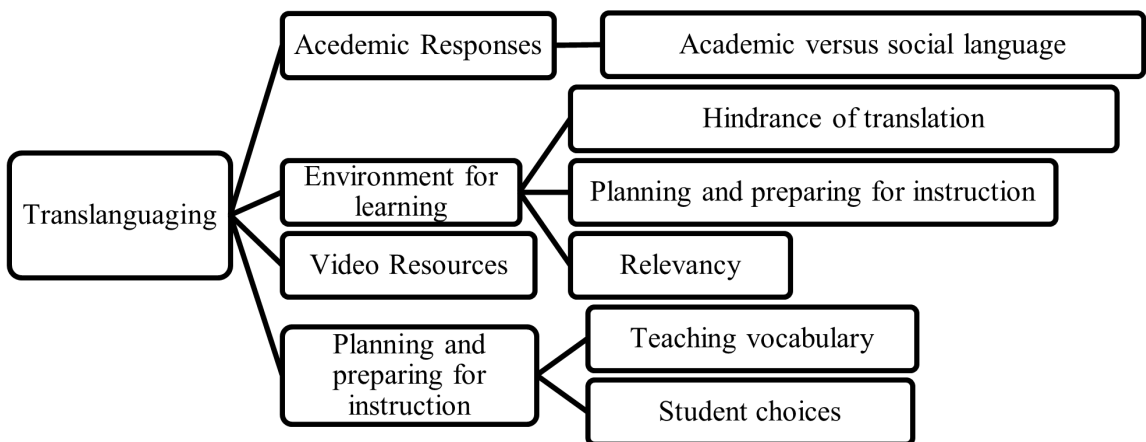


Figure 3

A Priori Code: Transcollaboration

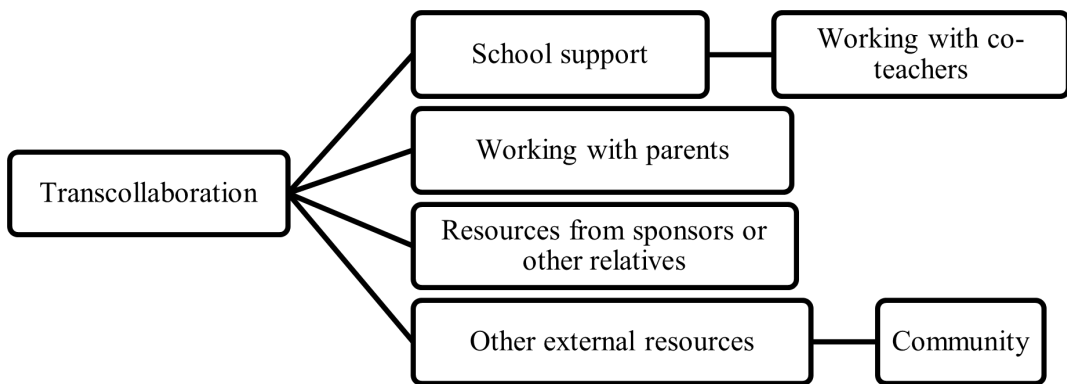
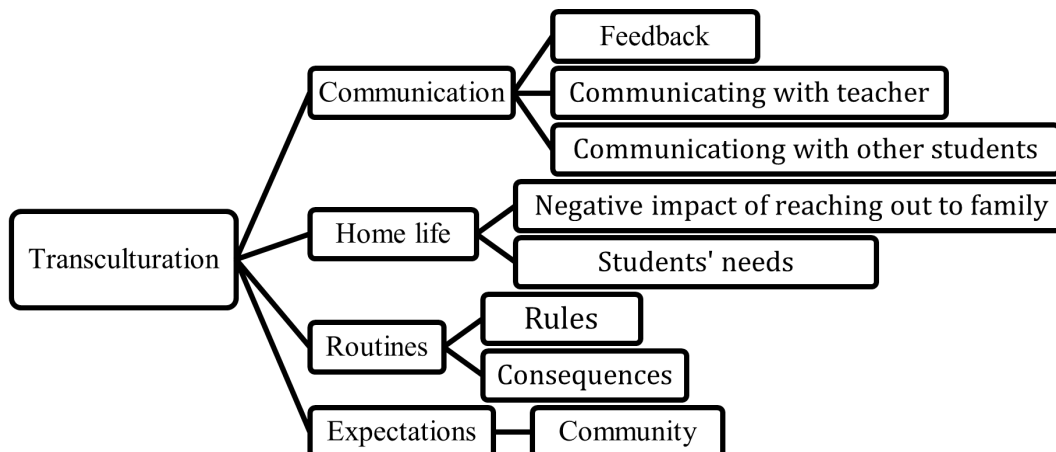
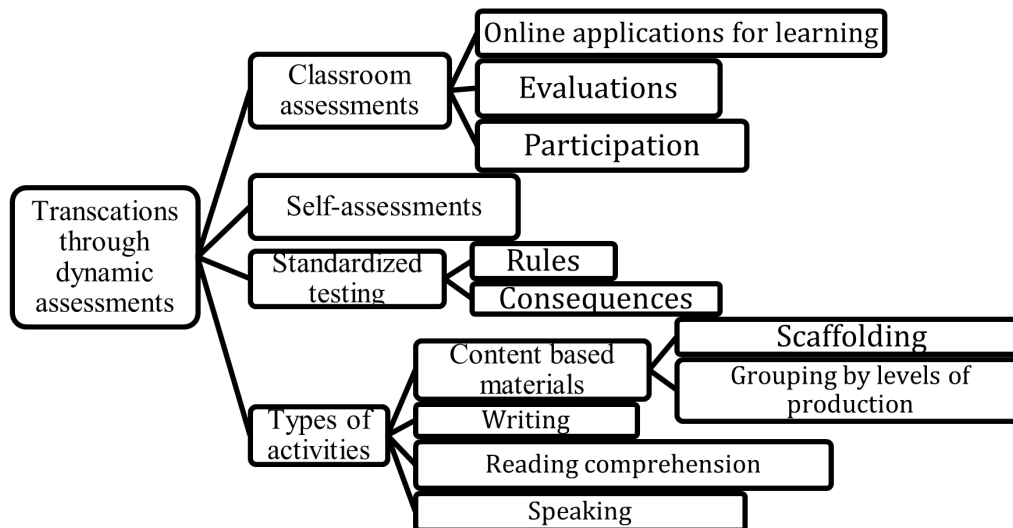


Figure 4*A Priori Code- Transculturation***Figure 5***A Priori Code- Transactions Through Dynamic Assessments*

When data analysis was complete, I ended up with 39 codes, which I then organized into 13 categories. These resulted in six themes. Table 9 shows a summary of the final themes/categories. Table 9 also provides an exemplar quote from the data that best describes data coded in that theme.

Table 9*Summary and Quotes for Themes from Data Analysis*

Theme	Categories grouped with the theme	Sample quote
A When setting the climate, teachers encourage an environment where students feel secure and motivated to learn.	Encouragement Secure to participate	Naranja: I think the biggest challenge online is definitely that building relationship piece because it's you have a literal virtual wall between the two of you or me and the students that are in the room.
B When setting the climate, teachers create an environment with open communication and acknowledgment of students' individuality as a language learner.	Open communication, Acknowledgement	Celeste: I have a certain amount of expectations for them. So they knew that. Having a computer versus me watching them in a place where I could physically touch them, it didn't matter. It's still the same.
C Teachers apply transcaring strategies as they plan and create meaningful activities that are engaging and purposeful.	Planned activities, Purposeful and engaging activities	Amarillo: "But I want them to keep a journal of what they have been reading so that when we're done, they can look back and say, hey, I've been reading all of these. I have read all of these books, or all of these stories, that is the main focus. For that and then let me keep going."
D Teachers apply transcaring strategies during instruction to prepare students for evaluations.	Student outcome Instruction	Rosado: That is the grade level of material I use instructionally. And very much scaffolded very much knowing that not everyone in that group will be able to access that material fully, I have to think of the different levels the students I have in the classroom and to which point I will consider them mastering the material.
E Teachers apply transcaring strategies through the creation of learning communities where the students and teacher engage with content and each other.	Participants engage with content Interactions of all participants	Verde: [students] share their project to the whole class and then the student would like unmute and talk about their project, talk about who they were and explain more about themselves.
F Teachers apply transcollaboration to establish learning communities with sources outside of the online classroom.	Interaction of all participants Learning communities	Celeste: A lot of times I talk to classroom teachers, and I find that some students struggle with the vocabulary in math. And so if we're going to be looking at math vocabulary, then we're going to look at one of their lessons that they use and engage.

Evidence of Trustworthiness

I upheld issues of trustworthiness in several ways. In this section, I will describe how I ensured credibility, transferability, dependability, and confirmability. First, I ensured credibility by ensuring that the interpretations were an accurate depiction of the interviewees. I did this following the peer debriefing strategy suggested by Lincoln and Guba (1985), which I described in Chapter 3. I contacted a non-interested peer to revise the coding process of each of the six transcripts. The transcripts were sent and returned with minimal recommendations for coding. Secondly, I established credibility with member checking. Member checking was necessary as it allowed the participants to review for inconsistencies (Anney, 2014). To ensure transferability, I made sure that the description of the participants was clear so that similar studies could be replicated to compare results. My study is transferable because of the detailed description of my methodology and interview protocol. I also maintained an audit trail of my procedures.

Dependability is the stability of the data, ensuring the data's consistency over time (Ravitch & Carl, 2016). In Chapter 3, I explained that I would establish dependability with the interview questions and the coding techniques used to analyze the data. Additionally, member checking supported the interviewees as they revisited the questions and deemed the responses accurate.

I ensured the study's confirmability by interview debriefing as the interview progressed. I additionally used a member check that also established the study's confirmability. The ethical approval process was also used to establish confirmability. I followed the ethical procedures established by the IRB at Walden University and adhered

to the stipulations. I continued communication with IRB as changes were needed to ensure that the changes were in accordance to the ethical procedures of IRB and my study.

Results

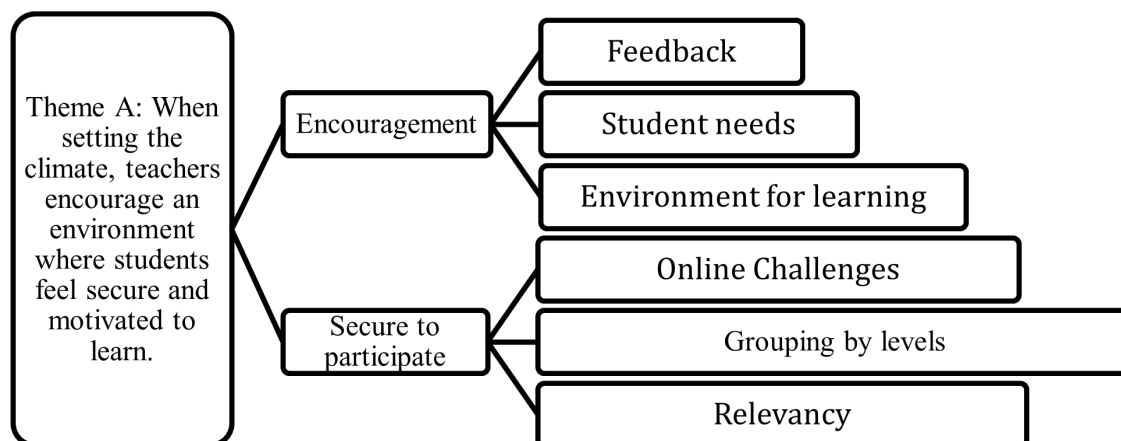
In this section, I have organized the results by research question. For each, I include the themes that answered each research question and the categories that aligned with each theme. The central RQ is based on the conceptual framework and will be further explained after the RQs discussion under that heading.

Research Question 1: Setting Climate

Research Question 1 was How do teachers of ELLs apply transcaring strategies when setting the climate in online learning spaces for secondary ELLs? As part of data analysis, I determined that two themes answered this RQ.

Theme A: When Setting the Climate, Teachers Encourage an Environment Where Students Feel Secure and Motivated to Learn

The first theme to answer RQ 1 was: when setting the climate, teachers encourage an environment where students feel secure and motivated to learn. Figure 6 shows the categories and codes for this theme. A total of two categories made up this theme, and a total of six codes. Table 10 summarizes the occurrences for the categories in Theme A.

Figure 6*Code Tree for Theme A***Table 10***Occurrences for Theme A Categories*

Participant	Encouragement	Secure to participate	Total
Verde	5	1	6
Azul	11	3	14
Amarillo	9	6	15
Rosado	21	7	28
Naranja	7	1	8
Celeste	8	3	11
Total	61	21	82

Encouragement. The first category for this theme was encouragement and was made up of three codes. Four out of the six participants, contributed to the code feedback with a total of 61 code occurrences where Celeste and Rosado contributed with the most code occurrences (see Table 10). For example, Azul explained the use of feedback as a tool for language exchange whereas participant Rosado established that feedback is a means to create knowledge. Three of the participants agreed that feedback helps students'

growth as well as motivates learning. Rosado said, “We’re all just creating this knowledge together in the space.”

Another code in the category of encouragement is students’ needs. This code was defined as the support given to students during certain situation. The code appeared 28 times with five of the six participants. Naranja felt students’ needs in online spaces were met because they encouraged students to express themselves. They explained that since students were in the comfort of their home and not in front of 20 other students in the classroom, that this met an important student need. Another way of meeting students’ needs was by using translanguaging when necessary, especially to clarify instruction for tasks. Rosado exemplified this when they shared “if the student needs to process in the home language... [they do so] out loud in whatever language.”

The third code in the category of encouragement was the environment for learning which is setting an environment that is conducive to learning. The code emerged in 24 text segments of the interviews from five of the six participants. Creating a space where students will feel relaxed, safe and motivated was the main goals of the teachers. Celeste and Verde mentioned that the voice used during instruction would set students at ease, whereas Naranja and Azul mentioned that building relationships and providing a welcoming environment from the beginning was crucial to students’ learning.

Secure to participate. The other category for this theme was secure to participate and was made up of three codes. Five of the six interviewed teachers contributed to the category. Teachers felt that students seemed secure to participate when they overcame online challenges, when they were grouped by level of performance and when the tasks

given were relevant and meaningful to their learning. Teachers overcame the students' online challenges with the use of the platform they had access to. One of the challenges was clarification and Verde mentioned that they preferred the students would ask questions directly to them to avoid confusion. Rosado also made sure that students were aware of the teachers' and fellow students' availability with using various tools in addition to the learning platform so students could ask questions. Celeste believed that students did not put forth as much effort as they would in person and the quality of the students had room for improvement. Celeste said, "They were able to complete the activities, but I think the quality of their completion could have been better." For the teachers, keeping students motivated and focused while the students performed quality work was part of the challenges.

Grouping by levels was also a code established under the category of secure to participate where the teachers would adjust students' tasks and activities to align with their language learning proficiency level such as adjusting the amount of sentence or the complexity of the target language. Only two of the six participants contributed to this code. Amarillo explained that the programs used by the school allowed teachers to adjust the activities depending on the students' proficiency language level. Rosado explained how grouping the students by ability level, allowed adjusting the online activities to be targeted to their speaking ability. Rosado said:

If we focus on the speaking piece, my lowest group may only be able to pronounce the words and work on a simple sentence and using that word in a simple sentence. [For] the mid group, I may be asking them to produce a

compound sentence, connecting [two sentences or...] to think of two ideas, using that word and connecting them in a compound sentence. On a complex sentence, my higher-level group may be given an image and describing that image using those words in their description of the image. That is, I guess the biggest thing that I consider is ... what am I expecting? What am I asking my students to produce? To show me their mastery.

These teachers were aware of the need for students to work with grade level material however they were also cognizant of the students' level of production to be able to group and assist as needed.

In addition to using students' language level, the teachers would provide activities that were relevant to their students. Five of the six teachers contributed to this code. Relevancy was applied to text segments that showed that teachers developed activities that were relevant to the students' everyday life experiences. It was also identified as a form of using students first language to understand and relate to the activities. One of the teachers would use different text formats for reading comprehension. Amarillo used comics to encourage students reading. Azul used translanguaging by providing text in both languages to help bridge students reading comprehension. Celeste also used translanguaging as a tool for writing. Celeste said, "it could help you get over the hump as you're writing to get your ideas down." The teachers chose activities that relate to students that they may enjoy as well as provide the optimal learning experience.

Theme B: When Setting the Climate, Teachers Create an Environment with Open Communication and Acknowledgement of The Students' Individuality as a Language Learner

The second theme to answer RQ 1 was: When setting the climate, teachers create an environment with open communication and acknowledgement of the students' individuality as a language learner. Figure 7 shows the categories and codes for this theme. A total of two categories made up this theme, and a total of seven codes. Table 11 shows how the teachers contributed to the categories of open communication and acknowledgment related to Theme B.

Figure 7

Code Tree for Theme B

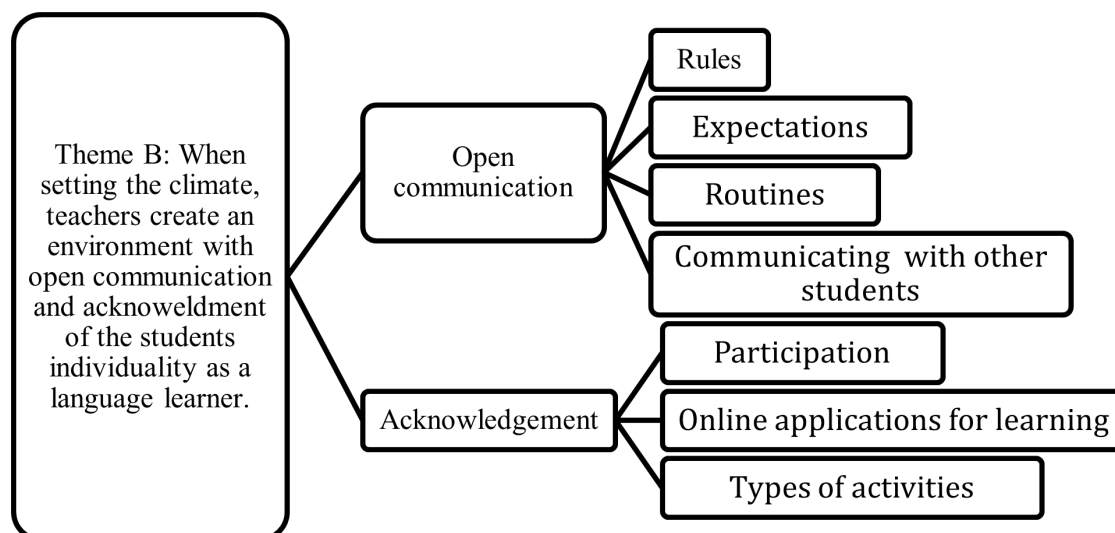


Table 11*Occurrences for Theme B Categories*

Participant	Open Communication	Acknowledgement	Total
Verde	13	6	19
Azul	10	8	18
Amarillo	4	19	23
Rosado	18	9	27
Naranja	4	16	20
Celeste	3	10	13
Total	52	68	120

Open Communication. The first category for this theme was open communication and was made up of four codes. The codes rules, expectations, routines and communicating with other students are all part of setting a climate where students are aware of what is expected from them as they express themselves. One of the codes for this category was rules which is a set of preestablished requirements for communication and behavior. Three teachers contributed to the code establishing that rules were needed to keep students focus during online sessions. For example, one of the rules established by Rosado was to maintain cameras on at all times, however Amarillo would allow students to turn off their cameras if that made them feel more comfortable. Although their rules were different, both communicated the rules to their students. Finally, appropriate language was a rule established by Verde where they would expect the student to use academic language and language appropriate for an online class when communicating with others.

The next code under the category of open communication was expectations which are related to the rules as it was defined as what the teacher expects from the students

during their online sessions. The code appeared 20 times throughout five of the six interviews. Rosado was clear on the expectation of timeliness and dress code. Students were expected to be online, dressed appropriately and ready to work as soon as they designated time began. Celeste explained that the students in the online learning space had the same expectations as when they were in a classroom. This was also the case with the code of routines which were the daily activities students would encounter on a regular class day. Verde would prepare a mini lesson where the new topic was introduced. Azul would also prepare a lesson with the use of slides to incorporate the topic of the day, all as ways to help students understand the teacher's expectations.

The fourth code in the category of open communication was communicating with other students. The code was defined as the different forms students can use to communicate with each other. The code was identified fourteen times in four of the six interviews. Teachers encouraged students to communicate with each other especially when requiring speaking activities. In online learning spaces the use of the chat room and breakrooms were great tools to assist with communication. Discussion boards were also used to have students communicate with each other. Teachers also created activities such as group projects to develop communication between students. Naranja said, "I've had them work on collaborative with Google slide presentations that allows them to work together although they're separate." Other collaborative activities were discussed with the use of online applications such as Padlet and FlipGrid.

Acknowledgment. Another category for this theme was acknowledgement and was made up of three codes. Participation was the one of the three codes with four

occurrences from two of the six teachers. Participation was the active participation of students within online discussions and activities. It was mainly observed as a speaking activity. Rosado explained how they developed activities that were based on student participation, saying “how [students] engage with responding to the initial question and then with the follow up conversation with me.” Participation was also noted by Naranja as students worked online together in different activities. Students would collaborate and work together on Google Slides to create presentations on a given topic.

Online applications for learning were another emergent code form the category of acknowledgement. All six teachers contributed to this theme as they explained the different applications used during their online experiences. Babel, FlipGrid, IXL, WordWall, Padlet, ReadWorks, Khan Academy, Google Suite, BrainPop, and FreeRice were some of the applications used with online classes. The different applications were used in various forms depending on the activity and on the skill that the teacher was focusing throughout the lesson. Some of the programs were user friendly as they provided translations for instructions and some of the activities.

The third code within the acknowledgment category was types of activities which was also expressed through all six participants. The teachers in the study expressed the different activities they would use to help students produce in the target language. Azul created surveys and interactive lectures to help students express their knowledge. Rosado used Flipgrid as a recording application for students to respond to prompts by recording themselves. Amarillo used an electronic interactive notebook that was broken down in several sections. Some of the activities in the electronic interactive notebook were based

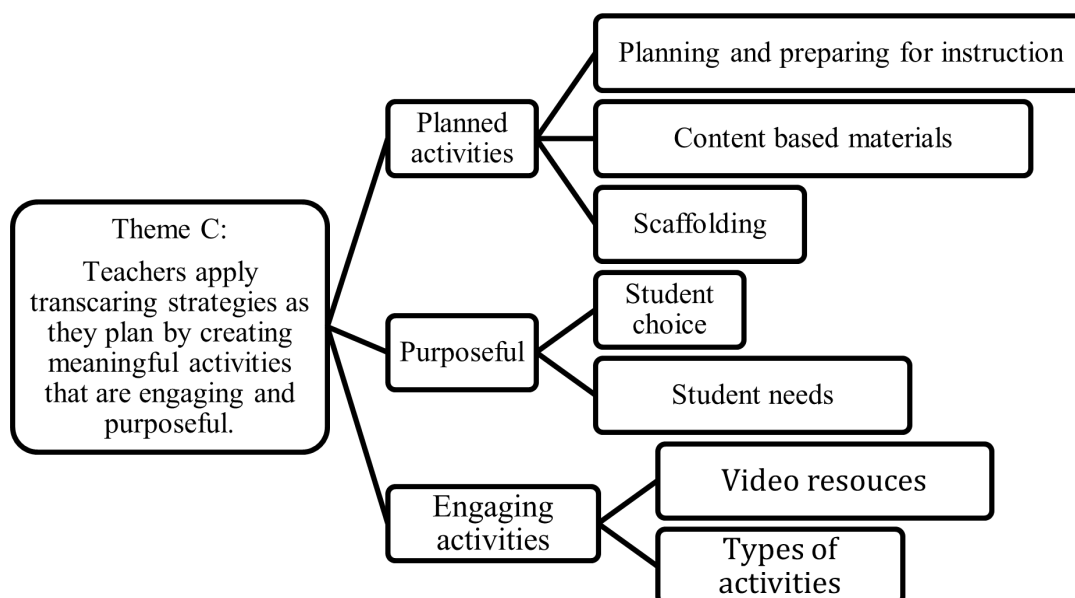
on readings, while others were based on writing. Amarillo also mentioned the use of graphic organizers to help students organize ideas before writing. Verde would use read aloud and simple questions as part of the activities. Whereas Celeste favored games to teach language skills as well as soft skills. Celeste expressed: “The reason why I like to play games is because I believe that there are so many lessons within that in terms of how we interact socially.” Naranja favored more collaborative learning and project-based learning where students would work together to create presentations to then present. Teachers worked in ways that students were able to add personal characteristics and cultural aspects to their presentations depending on the topic.

Research Question 2: Selecting Content

Research Question 2 was How do teachers of ELLs apply transcribing strategies when selecting content in online learning spaces for secondary ELLs?. As part of data analysis, two themes emerged to answer this RQ. The discussion that follows is organized by these themes.

Theme C: Teachers Apply Transcribing Strategies as They Plan and Create Meaningful Activities That are Engaging and Purposeful

The first theme that the emerged to answer RQ 2, was: Teachers apply transcribing strategies as they plan and create meaningful activities that are engaging and purposeful. Figure 8 shows the categories and codes for this theme. Three categories made up this theme, and a total of eight codes (see Table 12).

Figure 8*Code Tree for Theme C***Table 12***Occurrences of Theme C Categories*

Participant	Planned Activities	Purposeful	Engaging Activities	Total
Verde	0	4	4	8
Azul	1	7	7	15
Amarillo	6	9	14	29
Rosado	7	15	3	25
Naranja	3	3	9	15
Celeste	8	2	2	12
Total	25	40	39	104

Planned Activities. For the category of planned activities there were three codes to include planning and preparing for instruction, content-based materials and

scaffolding. For the code of planning and preparing for instruction which is the process teachers followed to plan activities with the students' language skills in mind, four out of the six teachers contributed to the code. The teachers explained that even though they had different language levels in the class, it was important to make sure the standards were met for each student. Celeste explained that some lessons were geared towards specific classes other teachers wanted emphasis on, whereas other times it was based on reading and asking questions for the different language levels. Naranja explained that creating units of study organized by topics and subtopic helped with planning. They explained saying "I think that by doing unit based, it allowed students to have better access to the content that I am teaching." Rosado's situation was different from the other teacher participants in that for years Rosado was creating their own curriculum that was based off the needs of the students using researched curriculum from other sources.

Additionally, the codes of content-based materials and scaffolding were also determined to be a part of the planned activities category as teachers needed to make sure that the students would receive content aligned to their grade level and make sure that the material received was scaffolded to their language learning abilities. The teachers understood that the students' language level will vary so in some cases they allowed students to use their first language to help their understanding. Azul explained that it was important to "make sure they understand what it is in English." As where Naranja allowed students to write thoughts in their first language and discuss amongst themselves in their first language before producing in English. These teachers were applying translanguaging skills in their online spaces to improve students' experience and success.

Purposeful. Purposeful is the second category for Theme C. The teachers would create lessons with purpose when they would take into consideration the students' choices and the students' needs. To ensure that students were active in their own learning, teachers provided choices that gave students a sense of purpose. Azul stated that "I also make sure that [students] know that sometimes they can actually make decisions which would actually be in favor of them." By allowing the students to be proactive in their choices, they were able to self-assess and determine how much they are learning and if more practice or assistance from the teacher was needed. Student choices were also seen in the form of the different avenues teachers gave students to communicate with them when needed. Naranja and Rosado both explained that with online learning spaces it was important that students were given options of communicating just in case the regular format or technology was not available. Options for both these teachers were also noted in the form of the language the student could use to express concerns. As far as students' needs regarding purposeful activities, it was important for teachers to address the gap students had and provide support for those needs. Additionally, the teachers wanted the students to be aware of the learning process and how mistakes are a part of that process. Rosado articulated "If a student is like, yes, I'm making this mistake. I need to learn this." If students needed additional assistance teachers would find a way to assist by providing instructions in their native language.

Engaging Activities. For the category of engaging activities two codes emerged. The code of video resources was only observed in one of the interviews whereas the code of types of activities was observed in all six interviews. Azul explained how they used

video resources from other instructors to help students understand concepts. The videos contained various strategies such as songs, rhymes and poems to help students understand the language.

Types of activities was a code used under the category of acknowledgment. The code had 38 occurrences within the six participants. Under the code of engaging activities, the types of activities chosen by the participants to help their students with learning English, it was important that the students enjoyed the activities. The activities needed to be meaningful and relevant to the students. Amarillo contributed to the category of engaging activities (see Table 12) with digital interactive notebooks and how the notebooks were used in the online class to provide activities to their students. In these notebooks students could interact with stories and choose the activities they wanted to complete. Amarillo expressed that “like this one part of the paragraph, and it’s interactive, it gives them the chance to put into play what they just learned and drag and drop.” Naranja on the other hand, used vocabulary teasers such as a modified Frayer model before starting a unit where the students would draw a cross on a paper to have four different sections for the vocabulary word. Naranja explained “one section of it is a definition, the other section is a translator definition, the third section I have them find a picture, in the fourth section I have them work together to write using the word in a sentence.” With the vocabulary activity students were building on what they know until they could work with a classmate to apply what they learned as they created a sentence.

Theme D: Teachers Apply Transcaring Strategies During Instruction to Prepare Students for Evaluation

The second theme that emerged to answer RQ 2, was Teachers apply transcaring strategies during instruction to prepare students for evaluation. Figure 9 shows the categories and codes for this theme. Table 13 shows the teachers' contribution to each category where Rosado and Amarillo contributed the most to the codes in the categories. Two categories made up this theme, and a total of six codes.

Figure 9

Code Tree for Theme D

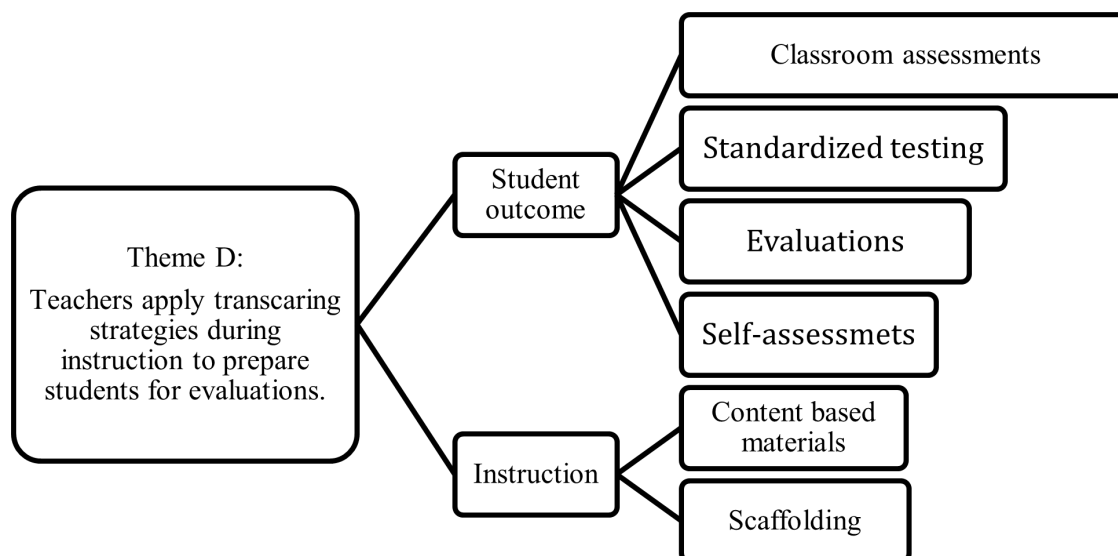


Table 13*Occurrences for Theme D Categories*

Participant	Student Outcome	Instruction	Total
Verde	0	0	0
Azul	3	1	4
Amarillo	5	2	7
Rosado	8	5	13
Naranja	5	1	6
Celeste	5	1	6
Total	26	10	36

Student Outcome. The category of student outcome has three codes that are related to the way students demonstrate their language growth. To help teachers observe students' language acquisition there are several types of assessments which resulted in the codes used to describe this particular theme. Classroom assessments such as quizzes and tests are important to help assist students during their learning process. The interviews showed that classroom assessments can be seen in various forms. Naranja explained that informal assessments were necessary to observe the students' growth favoring quizzes in Google Forms. Celeste also used informal assessments as they wrote notes on specific responses students would provide for certain online assignments.

Evaluations are also important for student outcome as it is the ongoing process of teachers evaluating their students. Azul would use the evaluations to help students determine where they needed the most help. Azul stated, "there's always room for improvement." All four teachers who contributed to the code of evaluations used observations as a means to guide students as they explored the language learning process.

Additionally self-assessment was considered pertinent for students' growth and overall outcome. Amarillo used journals and interactive notebooks so that students could keep track of what they have read and what they have learned. Rosado allowed students to process in their first language because it helps the students assess their own thinking as they try to understand what is being taught. Azul used self-assessment to let students know that there is always room for improvement. Teachers were teaching students a self-regulation skill to monitor their own learning to gauge where they are doing well, and where they might need support.

Instruction. Instruction is the second of the two categories for Theme D. Instruction is considered the teaching portion of the lessons and how it prepares students for to master the intended skills. Rosado was the only participant who alluded to content-based learning. The teacher explained how students are paired up to master certain skills depending on their mastery level. They also mentioned that units of study in the curriculum were aligned to words and vocabulary from other classes such as geography.

Scaffolding was also considered part of the delivery of content and instruction. Amarillo stated that “having structured lesson plans that you're going to follow, that kind of feed on one another and scaffold and build [...on each other]” helped to create scope and sequence throughout the lessons where the students can use what they learned in previous lessons to build on what they are learning at the time. Naranja on the other hand, used the students' first language as a scaffolding strategy where the students can write their thoughts in their first language and talk it over with peers who share the language as they transition to English “whether that's a sentence stem or a word bank or even a

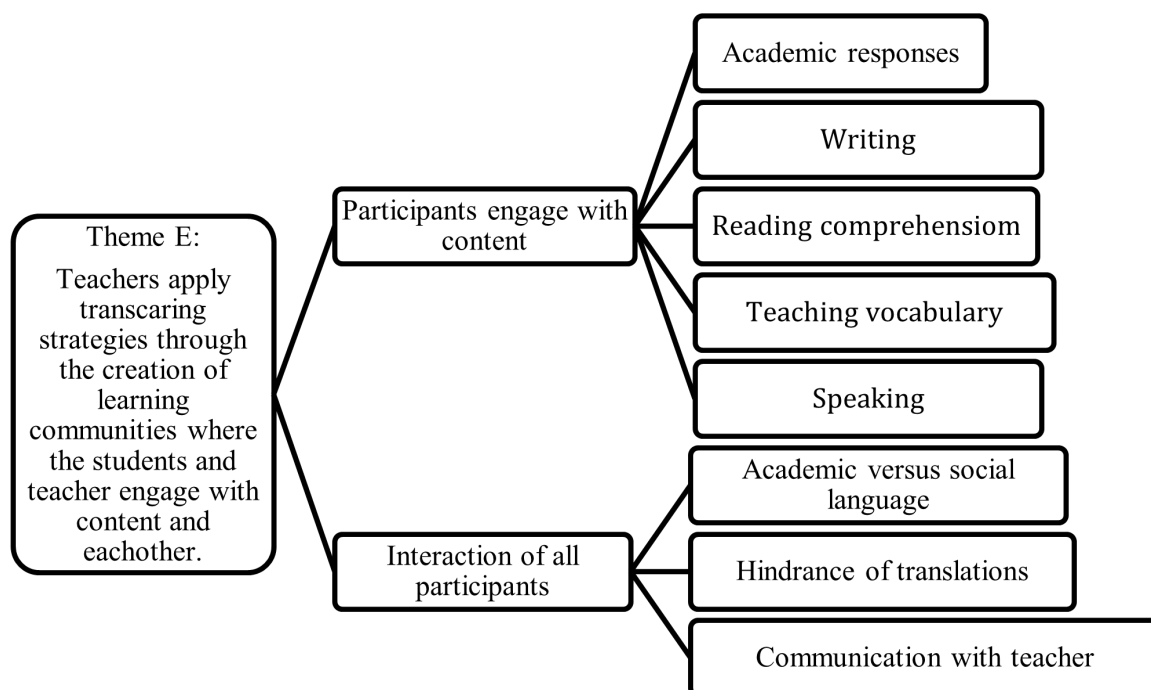
phrase bank.” Teachers used scaffolding to help students to begin new learning experiences with a base in the topic or language. Scaffolding provided teachers with tools that facilitate the students’ learning experience.

Research Question 3: Supporting Discourse

Research Question 3 was, how do teachers of ELLs apply transcribing strategies to support discourse in online learning spaces for secondary ELLs? As part of data analysis, two themes emerged to answer this RQ. The discussion that follows is organized by these themes.

Theme E: Teachers Apply Transcribing Strategies Through the Creation of Learning Communities Where Students and Teacher Engage with Content and with Each Other

The first theme to answer RQ 3, was teachers apply transcribing strategies through the creation of learning communities where the students and teacher engage with content and each other. Figure 10 shows the two categories and eight codes for this theme. Table 14 presents the occurrences for the categories in Theme E.

Figure 10*Code Tree for Theme E***Table 14***Occurrences for Theme E Categories*

Participant	Participants Engage with Content	Interaction of All Participants	Total
Verde	7	5	12
Azul	4	2	6
Amarillo	7	2	9
Rosado	8	6	14
Naranja	5	3	8
Celeste	6	8	14
Total	37	26	63

Participants Engage with Content. The first category for Theme E is participants engage with content. The category had five codes that are related to the

different skills that are developed in an ELL classroom. The codes are academic responses, writing, reading comprehension, teaching vocabulary, and speaking. The teachers interviewed provided examples and instances of the codes and how they were used throughout their classes. All the teachers contributed to the development of the category (see Table 14) with contribution to some or all of the codes within the category.

Academic responses were established when the students would use the target language to respond to academic activities. The four teachers who contributed to the code expressed that they would guide the students to know the difference of using academic language for activities and to produce content. Verde would use essays to help students develop academic language where Azul, Naranja and Rosado favored the use of structured sentences. As far as writing, Verde favored writing essays in the target language because even though students could use their first language to develop the writing, they needed to send the finished product for evaluation and feedback. Celeste had students write because they feel that it is an area of weakness with language development and wanted to provide as much practice as possible.

The code that was expressed by all the participants was reading comprehension which had 14 occurrences among the six teachers. Reading comprehension is reading for understanding and using the language as a link to provide understanding. The teachers would use stories, passages, news articles, comic books and even short novels to provide reading materials for reading comprehension. Amarillo used the interactive notebook to insert different genre of reading for their students to read for understanding. They tried to provide reading materials that were relevant to the students such as comic strips. Azul

and Verde would use short reading passages followed by comprehension questions and allowed students to process their understanding in their first language and use translanguaging skills to help transition to the target language. Naranja also allows their student to process the reading in their first language. Naranja stated that “I allowed them to write down their thoughts in their first language first.” Naranja also explained that in the comprehension process they would allow students to share their thoughts with each other in their first language as well.

Another code in the theme of participants engage with content was teaching vocabulary. Four of the six participants contributed to the code. Teaching vocabulary was done either as a stand-alone activity or as part of another skill development such as reading or writing. For teaching vocabulary Naranja would use vocabulary teasers with the use of the vocabulary Frayer Model or cross where students would define, translate, illustrate and use the vocabulary word. Azul would teach vocabulary with the use of illustrations where students could relate the word they know from their first language to the word they are learning in the target language. Both Rosado and Celeste would use reading to develop vocabulary.

The last code of the category is speaking where it can be used as a means of assessment and as a form to determine language growth. Only two of the participants contributed to the code. Verde used the students’ speaking skills in online learning spaces as the teacher presented projects developed by the students. Verde would share the students’ presentations and have them explain and share with their classmates on Google Meets. Celeste would develop speaking skills by allowing students to participate in open

discussions. Teachers were able to provide opportunities to assess speaking, in online spaces.

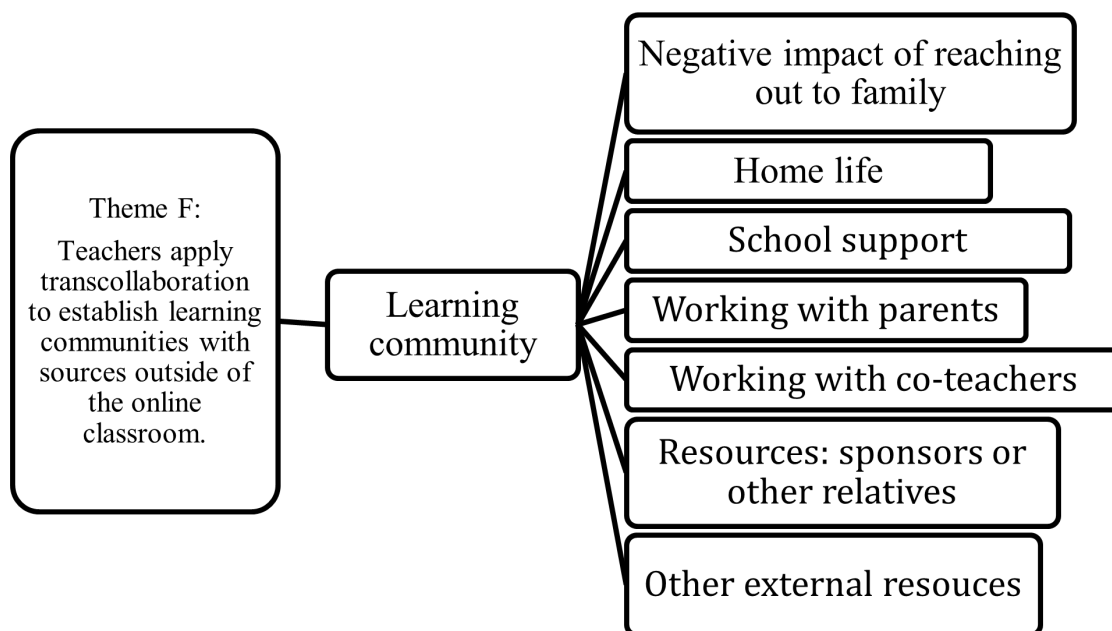
Interaction of All Participants. The interaction of all participants is the second category in the theme of teachers apply transcaring strategies through the creation of learning communities where the students and teacher engage with content and each other. The category is important as it helps explain how transcollaboration between all the participants is essential for the development of learning communities. For online learning spaces to form, communication among the teacher and students is essential. One of the codes developed for this category is the use of academic versus social language. From the six participants, four contributed to develop this code. Rosado spoke of the need to use the target language since not all students shared the same first language. Rosado also explained that even though students were considered Spanish speakers that did not mean that they were academically fluent in Spanish and only knew enough to communicate in simple terms but not enough to interact in an academic setting. Verde and Celeste favored the use of the target language for communication since it provided practice but also established the need for academic setting. The teachers also established that there could be a hindrance to the use of the students' first language. Celeste mentioned that "most of my students do not feel comfortable using their first language" since they did not want to make the teacher feel left out.

Additionally, students need the language to communicate with their teacher. All participants explained that students were able to communicate with them in various format however not all were able to communicate in their first language since the

teachers did not know the language. Rosado allowed students to connect with students who spoke their first language if they were in their lower level of production. Rosado would respond in English to help the students' learning process.

Theme F: Teachers apply transcollaboration to establish learning communities with sources outside of the online classroom

The second theme to answer RQ 3, was, teachers apply transcollaboration to establish learning communities with sources outside of the online classroom. Figure 11 shows the category and codes for this theme. One category made up this theme, and a total of seven codes. Table 15 presents the code occurrences by participant for Theme F.

Figure 11*Code Tree for Theme F***Table 15***Occurrences for Theme A Categories*

Participant	Learning Community	Total
Verde	10	10
Azul	5	5
Amarillo	5	5
Rosado	15	15
Naranja	3	3
Celeste	4	4
Total	42	42

Learning Community. The category in the theme is the creation of learning communities. Learning communities involve all who have an interest in the students' educational experience. For this category there are seven codes which are negative impact of reaching out to family, home life, school support, working with parents, working with co-teachers, sponsors or other relatives, and other external resources. Reaching out to family was considered a positive step towards helping a students' education, however teachers also recognized that in some cases it can have a negative impact on the students' behavior in the online learning spaces. Another code was being aware of the students' home life. Each student has individual home circumstances that teacher must explore before reaching out to family members. Rosado explained that students have different environments at home. Amarillo explained how home life and outside situations are huge barriers to the students' learning. Teachers tried to be understanding with the different personal and home life situations without overstepping boundaries and understanding the cultural aspects of a students' homelife.

Although reaching out to family and parents can have at times a negative impact, it can also be useful to getting to know the students background such as Azul would explore when addressing issues with parents. Verde also would reach out to family when online attendance was a concern. Additionally, some of the students were in our country under sponsorship and reaching out to the sponsors was not in the best interest of the child since sponsors were not necessarily related to the student.

School support was also a code that contributed to the category on learning communities. This included support given by the technology division in the school

district with the different programs they provided that were free of cost. For most teachers this was the use of Google Suite for education since it included the free use of Google Meets, Google Slides, Google Documents and Google Forms. Another form of school support was in other resources such as school reading coaches and instructional coaches. These resources were used to help assess the students in the grade level where content was concerned. Celeste explained

I talked to [...the reading coaches] for literacy levels [...of the students]and [...to provide] any additional manipulatives or activities I may need for literacy, specifically if [the students are] reading below grade level in a way that doesn't necessarily constitute a language difference, because [when] I get a little nervous when they're in that gray area, I might need a little assistance from them.

Working with co-teachers can also be beneficial since they can provide a different perspective to the student's evaluation. They can also provide assistance especially if they had skills the teacher did not possess which is an example of transcollaboration. One example was given by Verde when they explained how the co-teacher spoke Spanish and would help with providing instructions. Celeste also used co-teachers to know if the students' struggles in other classes.

Results in Context of the Conceptual Framework: CoI

The central RQ was: What are the experiences of teachers of ELLs related to how they set the climate, select content, and support discourse as a way to provide transcaring strategies in online learning spaces? The central question is based on the CoI framework and where the three presences interlap. In relation to the conceptual framework, the

results showed that the transcribing activities used in online learning spaces were identified in the overlap of the presence of the CoI framework: setting the climate, selecting content, and supporting discourse. Teachers provided diverse activities to assist students as they worked on ELL skills (see Table 9). The transcribing strategies provided by the teachers were necessary as ELLs explored the courses in an online environment. The framework provided a base for the teachers to create an environment where students felt safe and encouraged to learn because of the encouraging climate, the relevant content and the support provided by the teachers.

Unusual Circumstances

When recruiting participant via online social professional groups, I found that some of the members of the groups did not fit the group description. When I posted my infographic invitation on the first three Facebook groups from my list, I received over 50 responses of interest. When asked to provide a work email related to an educational institution, the requestor was not able to do so. This led me to believe that the aspiring participant was not qualified and therefore deemed an imposter. Fortunately, because of the verification in place, the interview did not take place.

Summary

Based on data analysis, themes emerged that were used to answer the study's research questions. To summarize, I have distilled the themes into study findings. The study finding for RQ 1 was that teachers set climate by creating an online environment where students feel secure and motivated to learn and where open communication allows for the individuality of each language learner (see Table 16). Teachers used transcribing

strategies such as adjusting activities that will meet students' needs as well as helped students feel comfortable to participate as they provided activities that motivate students. Students also were able to work with peers of similar language levels with activities that were relevant and meaningful which created an environment where students felt encouraged and secure to learn. Motivation to learn was also seen using open communication and acknowledging the students' language learning abilities.

Table 16*Transcaring Strategies Applied to the Research Questions*

Key Findings	Transcaring strategy	Example
Teachers set climate by creating an online environment where students feel secure and motivated to learn and where open communication allows for the individuality of each language learner.	Translanguaging	-Adjusting activities.
	Transculturation	-Meeting students' needs. -Helping students feel comfort in their homes. -Students fill comfortable participating.
	Transcollaboration	-Grouping students in language levels. -Tasks are meaningful and relevant.
	Transactions through dynamic assessment	-Students used interactive notebooks to document growth.
Teachers carefully selected content by planning online activities that were purposeful, meaningful, relevant focusing on students' needs as well as prepare students for evaluations.	Translanguaging	-Teachers let students to use their first language to understand instructions and to voice concerns related to the lessons.
	Transculturation	-Teachers plan activities with the students' needs in mind.
	Transcollaboration	-Teachers created activities where students could work together to understand content.
	Transactions through dynamic assessment	-Teachers allowed students to write ideas in their first language before writing a final product as assessment.
Teachers supported discourse by providing opportunities for students to engage with content using online sources to help develop the various language skills.	Translanguaging	-Students used translanguaging to create text as academic acceptable.
	Transculturation	-Teachers selected sources that were relevant and meaningful.
	Transcollaboration	-Contacting parents and other resources to provide support for the students.
	Transactions through dynamic assessment	-Teachers used different genre and passages to support language acquisition.

The study finding for RQ 2, was that teachers carefully selected content by planning online activities that were purposeful, meaningful, relevant focusing on students' needs as well as prepare students for evaluations. Teachers allowed students to use translanguaging especially when receiving and understanding instructions. Students were also given the opportunity to use their first language when brainstorming ideas before submitting a completed assignment. The different strategies allowed students to scaffold using previous knowledge. Additionally, as teachers planned for their lessons, they provided opportunities for student engagement as they selected activities that were not only content based but also purposeful.

The key finding for RQ3 was that the teachers supported discourse by providing opportunities for students to engage with content using online sources to help develop the various language skills. The teachers' support was also noted as they explored and provided support from others within the educational environment such as bilingual educators and reading coaches. Teachers also supported students learning by reaching out to parents and other outside resources as they found needed while being mindful of the students' personal situations. Chapter 5 will include an interpretation of the findings as it relates to each of the three research questions, the limitations within the study, recommendations for future research, implications, and a conclusion.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this basic qualitative study was to explore the experiences of teachers of secondary ELLs in applying transcaring strategies in online learning spaces. The study was conducted as a basic qualitative study which is flexible (Kahlke, 2014) and to allow for better understanding of teachers' perceptions. The basic qualitative approach to the study was useful as it provided the teachers' subjective approach to their experiences (Percy et al., 2015) in online learning spaces. For the study, I used interviews as my sole data source. The framework that was used for the study was the CoI framework where the three presences overlap (Garrison, 2019; Garrison et al., 2000). The overlaps are setting the climate, selecting content, and supporting discourse. The study was conducted as support for ELLs in online learning spaces. ELLs have unique cultural traits and using transcaring strategies is sometimes used in the classroom. Dogan et al. (2020) explained that by better understanding teachers' experiences with online learning spaces, better support can be provided by administrators. The results of this study can support teachers and administrators as they provide support through transcaring strategies to ELLs in online classes.

The key findings for this qualitative study aligned to each of the three RQs that centered on transcaring strategies in the three CoI overlaps. The study finding for RQ 1 was that teachers set climate by creating an online environment where students feel secure and motivated to learn and where open communication allows for the individuality of each language learner. The study findings for RQ 2 was that teachers carefully selected content by planning online activities that were purposeful, meaningful, and relevant,

focusing on students' needs as well as preparing students for evaluations. For RQ3, the study finding was that the teachers supported discourse and provided opportunities for students to engage with content using online sources to help develop various language skills.

Interpretation of the Findings

The use of transcribing strategies in online learning spaces to support ELLs was viewed through CoI as teachers set the climate, select content, and support discourse. To avoid generalizations, it was important to provide a detailed description, as provided in Chapter 4, as well as interpretations of the findings provided in this section. Although little has been researched on providing transcribing strategies in online learning spaces for ELLs, there is research on transcribing strategies (Garcia et al., 2012; Yilmaz, 2024) as well as research for ELLs in online learning spaces (Muslimin et al., 2022; Pasaribu & Wulandari, 2021; Pratiwi et al., 2022; Yeh et al., 2021). Some of the findings from the study confirm and extend the findings from the literature. The interpretations are based on the themes that emerged from the coding process organized by the three RQs and the key findings.

Setting the Climate

The study findings for RQ 1 was that teachers set the climate by creating an online environment where students feel secure and motivated to learn and where open communication allows for the individuality of each language learner. In a review of the literature on setting the climate in online learning spaces, open communication to enhance ELL student engagement was best obtained when teachers provided tools to

promote student engagement (Smidt et al., 2021). The tools included the need for teachers to carefully map, plan, and model for students to contribute and participate in the online classes (Biccard, 2022). The findings of this study confirm the current literature because of the need for planning and mapping (Cancino & Avila, 2021). The key findings of open communication, student encouragement, and student engagement (Smidt et al., 2021) were confirmed by the results of my study, where teachers expressed the need to provide an environment that encouraged students to feel safe to participate in the online learning space. Other key findings, such as motivation to learn and providing meaning and purposeful activities, confirm the literature in the area of setting a climate that encourages and promotes student participation (Shimray & Wangdi, 2023).

In a review of the literature on adjusting activities to acknowledge students as individual learners, it was found that providing language choices would provide students with the opportunities to explore and learn the target language as well as clarify identity (Moses & Torrejon Capurro, 2024). Research also found the students participate when they were motivated (Zhang et al., 2021) or when the activity was relevant (Alger & Eyckmans, 2022; Lopes et al., 2022). The findings of my study extend the current literature as it highlighted the need for setting a climate in online spaces where students were motivated to learn, and it was conducted with high school teachers of ELLs as opposed to higher education. It also extends the literature in providing choices for students to work online with various different activities.

Selecting Content

For RQ 2, the findings were that teachers carefully selected content by planning online activities that were purposeful, meaningful, and relevant, focusing on students' needs as well as preparing students for evaluations. The findings from this study supported the literature review and previous research when addressing the teachers' selection of activities and content for ELLs in online learning spaces. Research shows that teachers should be aware of the student's individual learning styles and provide activities that help students reach their learning goals (Sharoff, 2019). The study confirms the research in that using transcaring strategies (Yilmaz, 2024) such as translanguaging can assist students' learning, especially when students use their native language to better understand instructions and to scaffold their activities and extends the research as transcaring strategies are used in online learning spaces. The use of transcaring strategies extends the research where teachers provide opportunities for students to actively interact (Herrera Díaz & González Miy, 2017; Tabassum & Saad, 2024). Additionally, my study extends what is understood as teachers foster a sense of student-centered learning while guiding students as they understand content (Sharoff, 2019) but in the online space.

Supporting Discourse

For RQ 3, the findings were that teachers supported discourse and provided opportunities for participants to engage with content using online sources to help develop the various language skills. To support ELL students' academic success, research has shown that providing support to fulfill students' needs was needed. My study confirms the research as it found that providing opportunities for students to choose topics of

interest is a common way to support their learning experience. Students can share experiences by using different resources, which can be effective for supporting discourse, especially if done in real-time communication (Fiock, 2020). Supporting discourse can also be obtained by providing a selection of literary genres that students can choose according to their likes. Brennan et al., 2022 found that online courses must be designed keeping in mind students' engagement with the learning materials to assist with students' academic growth. My study confirms that student engagement with learning materials will provide academic growth.

Teachers can also support ELL students learning by reaching out to parents and other external liaisons and resources to help bridge the teacher-student bond as confirmed in my study. Research shows that providing programs that involve parents or guardians supports the student's academic learning and achievement (Robles-Goodwin et al., 2020). Teachers still must be cautious and aware of individual circumstances (Choudhury et al., 2024) since not all situations are the same and reaching out to parents or guardians can sometimes hinder the teacher-student relationship.

Overall, my study showed that the use of transcaring strategies in online learning spaces for ELLs can be accomplished and valuable as it allows for opportunities for students to engage. Additionally, using different language strategies with ELL with the CoI as a framework geared towards active learning with positive student engagement (Buevas, 2023) while enhancing critical thinking and student autonomy (Tabassum & Saad, 2024), which in return provides an optimal environment for learning. In high schools across the United States, using transcaring strategies can become an option as

more students opt for virtual education within the educational system. By using transcaring strategies in online spaces, teachers can motivate and encourage students to participate and be active advocates for their learning experience as they use their native language to scaffold and bridge towards learning English.

Limitations of the Study

There are different possible limitations that can alter the effectiveness of the study. One of the limitations is the sample size. Since the recruitment process was obtained using social media groups, the recruitment and screening process must be rigorous to avoid encountering imposters. This created a limit to the possible participants. Additionally, more participants will extend the responses and possibly yield additional themes or findings. Another limitation is based on the teachers' years of experience with ELLs and years of experience with online learners. The participants in this study had ample experience in teaching ELLs, however, not as much with teaching online. The more experience teachers have with teaching ELLs online, the more resources and strategies they share.

The research design is also a limitation as it reflects the teacher's perception in narrative format with the teachers' responses to the interview questions in a basic qualitative design. A questionnaire or survey could provide quantitative data and provide insight from a larger population. The mixed method or quantitative research study could also provide substantial insight into using transcaring strategies in online learning spaces. The study was also limited in its data sources to teacher perceptions, not student

perceptions, or documents and curriculum materials that could confirm what was going on in the online learning spaces.

Recommendations

Recommendations for further research are based on study results and limitations of the study. The first recommendation is related to the finding that using the CoI and transcaring strategies for ELLs in other levels such as elementary school, can provide a different perspective in students' academic achievements. Higher level education with CoI and ELLs is also recommended as more and more universities provide online options.

The second recommendation is related to the study finding of support from parents and other familiar support. ELLs are a unique demographic, and as such, more research is needed to know how to provide the needed support in online spaces. Therefore, more research needs to be done about how parents and other resources can provide support with academic success so that a deeper understanding of cultural characteristics and home life affects students' school needs, particularly when learning online.

The third recommendation focuses on the type of research design. The study could also be done with other qualitative studies such as a case study where other forms of data might provide details that may extend the findings of this study. Using observation and other documents, such as curriculum materials and students' individual data as evidence, might improve understanding of the effectiveness of using transcaring strategies in online learning spaces.

The last recommendation is related to the limitations of this study. This study was done with six high school ELL teachers via online interviews from various public secondary schools within the United States. Therefore, this study should be replicated with teachers in public and private secondary schools throughout the United States with more participants to determine if the results are similar. In addition, the study could also be extended to core courses of teachers who provide service to ELLs as part of their class.

Implications

This study may contribute to positive social change in several ways. First, at the individual level, ELL teachers can help students feel motivated and safe as they enroll and participate in online learning spaces. There is also potential for change at the organizational, state, and federal levels, where educational institutions can provide policies and resources that help teachers and preservice teachers support ELLs as they embark on their educational journey. Providing support to ELLs is essential as this section of the population continues to grow and the percentage of language learning in the schools continues to increase. This study may also advance knowledge in the field of educational technology as more schools and higher education institutions provide virtual and hybrid options for all students.

The study may have theoretical implications as research develops using the interlaps of the CoI presence of setting the climate, selecting content, and supporting discourse as opposed to social, teaching, and cognitive presences presented in the framework. By focusing on the interlaps, research can focus on specific areas of the

courses and how the classes are taught in online learning spaces. Although this study did not use transcaring strategies as its framework, research in online education with ELLs through the lens of transcaring strategies could extend the research for ELLs' online learning experiences.

Another contribution that this study might make to positive social change is in relation to improved professional practice concerning professional development for online ELL teachers and classroom teachers. Since my study showed that transcaring strategies can be apply in online spaces, a more targeted effort could be made by administrators to provide training to teachers in how to teach with transcaring strategies, for ELLs in online learning spaces. Improved teaching, with additional strategies targeting ELLs could improve student motivation and participation and in turn, could improve ELL success in online courses.

Conclusion

Online and virtual learning have been a growing trend in teaching ELLs. Since ELLs have unique circumstances the use of different strategies will be helpful for academic success. Transcaring strategies are strategies that provide authentic care to ELLs (Garcia et al., 2012). Transcaring strategies include translanguaging, transculturation, transcollaboration, and transacting through dynamic assessments. Throughout the years, teachers have been using different strategies that will help ELLs learn and succeed in the United States. This study determined the need to help ELL students connect to learning English with the use of strategies and activities that stem from their native language such as transcaring strategies.

The study addressed the problem that as unique learners with cultural and linguistic challenges, ELLs need different learning strategies that provide support in their learning journey. Transcaring strategies have been explored in elementary higher education levels, but not as much in secondary levels and not with online learning. The study provided teachers' perceptions on using transcaring strategies that motivate and encourage students to learn and showed that transcaring strategies can be implemented in online spaces using the highly recognized CoI framework.

In this study, the findings were aligned with the research questions that, in turn, aligned with the CoI framework and transcaring strategies. The key finding for RQ 1 was that teachers set the climate by creating an online environment where students feel secure and motivated to learn and where open communication allows for the individuality of each language learner. For RQ 2, the finding was that teachers carefully selected content by planning online activities that were purposeful, meaningful, and relevant, focusing on students' needs as well as preparing students for evaluations. The key findings for RQ3 were that the teachers supported discourse and provided opportunities for participants to engage with content using online sources to help develop the various language skills.

In this study, the findings provide information that will elicit more research and provide teachers with information that will help ELLs succeed. Since the study is focused on secondary, more research is needed to provide additional strategies for different levels of education. The study can be impactful as it focuses on a growing population in the educational system, which will make a lasting social change. As ELLs continue to grow in the United States, it is important to focus on meeting their needs and providing equal

learning opportunities. As focus on their needs with the use of transcaring strategies grows, a leveled learning space, online, or on-ground could provide ELLs to a better academic future.

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Appendix: Interview Guide

Interview Protocol

Introductory script:

Thank you for your interest in participating in my research study. Before we get started, I wanted to share a bit about myself and why I am doing this study as part of my doctoral research. I am currently a Spanish teacher; however, my background is in ESOL, which is also my desired area of research. I taught ESOL for 11 years to all level students to include adults, I am a second language learner myself, which is why I hope to understand and help others with my research,

I wanted you to know that I have a specific definition of transcaring strategies, which simply refers to strategies implemented using the students' first language to help with learning English. As you answer my questions today, please keep this definition in mind.

I want to thank you so much for volunteering to participate in this interview today. I so appreciate your time and expertise. I am looking forward to seeing the world from your point of view. I want to understand the meaning of your experience, to walk in your shoes. Will you become my teacher and help me understand?

I will be audio recording our interview today so that I may make a transcript, so that I can be sure to have an accurate record of what you share with me today. Additionally, I will take notes as needed to assist with my analysis.

Before we get started do you have any questions?

[START RECORDING]

Background, Screening, and Introductory Questions

In lieu of a signature, I will need a verbal consent before I start the interview. Do you consent to the following interview?

Before we get started with the official interview, I'd like to learn a bit more about you and your experiences and the Strategies you use with Secondary English Language Learners in Online Spaces.

- *How did you hear about my study?* (Good idea to ask if you recruited using social media)
- *What type of language learner do you teach?*
- *How long have you taught this group of learners?*

- How long have you been a language teacher in the United States?
- In what ways have you taught your students? Online, F2F, Hybrid?
- Please describe any online spaces you've created for your students. What platform do you use and how often? How much control do you have in creating and maintaining this space? How did the pandemic influence your use of this space? How much do you use it now?

Option A: *Thank you, Let's go ahead and move into the interview questions.*

Option B: *Thank you so much for your willingness to participate. But after talking with you, I'm not sure you have the depth of experiences on Applying Transcaring Strategies with Secondary English Language Learners in Online Spaces that I need to answer my research questions. Thank you for time. [They do not receive any compensation (gift cards), if applicable.]*

Table of Interview Questions

Transition Statement: *My first group of questions relate to strategies you use to set the climate in online spaces for your ESOLs.*

(Share any definitions participant may need to best understand what you're getting at.)

RQ	Interview Questions (IQs)	My Notes & Alignment to framework/literature
How do teachers of ELLs apply transcaring strategies when setting the climate in online spaces for secondary ELLs?	IQ 1: Describe for me the online space you've created for your ELL students. If I were a student in your class, what could I expect when I visit?	<ul style="list-style-type: none"> • Setting climate • Lesson plans/ selecting content • Environment
	Prompts: <ul style="list-style-type: none"> • What was your goal in creating this space for your students? What did you want them to get out of it? • What makes your online space unique, compared to other teachers' spaces? • How do you have students use [insert specific feature]? • How do you set certain expectations for students in the space? 	
	IQ 2: What strategies have you used to keep your students feel safe, motivated and relaxed in the online space?	<ul style="list-style-type: none"> • Transculturation & transcollaboration • Student engagement • Climate • Motivation
	Prompts: <ul style="list-style-type: none"> • What strategies have you had success in keeping students motivated and relaxed? • What strategies have decreased students' motivation? 	
	IQ 3: What are your experiences in using students' first language in online spaces?	<ul style="list-style-type: none"> • Translanguaging • Supporting discourse
	Prompts: <ul style="list-style-type: none"> • Why do you think that was successful (or not successful)? • How is it challenging to use students' first language in online spaces? 	

Transition Statement: *Now that you've shared about setting the climate, I'd like now to move to questions related more to selecting content. Think of what you do when you are planning your lessons, when you choose the different activities to accomplish your learning objectives.*

RQ	Interview Questions	My Notes & Alignment to framework/literature
RQ How do teachers of ELLs apply transcaring strategies when selecting content in online spaces for secondary ELLs?	IQ4 What do you take into consideration when selecting content for your online lessons and activities?	<ul style="list-style-type: none"> Regulating learning Selecting activities
	Prompts: <ul style="list-style-type: none"> What activities have been successful? Which activities were not successful? Walk me through your planning process. 	
	IQ 5: In what ways have you tried to use any external resources such as students' parents, administration, other teachers, from beyond the classroom for information and advice to plan and deliver a lesson related to teaching ELL?	<ul style="list-style-type: none"> Transculturation (transcaring)
	Prompts: <ul style="list-style-type: none"> What types of external resources, such as community and family members have you used if any? What other community? resources have you used to create lesson plans for your online students? 	X
	IQ 6: What other ELL activities have worked well for you in an online learning space?	X
Prompts <ul style="list-style-type: none"> Please describe what that looks like for your students? Great, what other ELL f2f activities translated well to the online environment? Why do you think that is? Describe any activities or lessons that were difficult or impossible to do in the online environment. Why is that? Were you able to overcome that challenge? 		

Transition Statement: *My last set of questions are related to supporting discourse for ELLs in online spaces. Supporting discourse is when participants (to include the teacher) and content engage via the interaction of all participants in the learning community.*

RQ	Interview Questions	My Notes & Alignment to framework/literature
<p>RQ How do teachers of ELLs apply transcaring strategies to support discourse in online spaces for secondary ELLs?</p>	<p>IQ 7: What strategies have you used in getting your students to interact with each other in online learning spaces? Please provide an example.</p>	<ul style="list-style-type: none"> • Transcollaboration (transcaring) • Student-student interaction
	<p>Prompts:</p> <ul style="list-style-type: none"> • Why do you believe that works so well? • What strategies haven't worked well in getting students to interact with each other online? • What are your experiences with using online discussion boards with your students? • 	
	<p>IQ 8: In what ways during assessments are students able to use their own language if needed?</p>	<p>transactions through dynamic assessments (transcaring)</p>
	<ul style="list-style-type: none"> • Prompts: How do feel about reteaching or reassessing if needed? 	<ul style="list-style-type: none"> • Reteaching • Student support
	<p>IQ 9: How do you assess your students in an online learning space?</p>	<ul style="list-style-type: none"> • transactions through dynamic assessments (transcaring) • Evidence of learning
	<p>Prompts</p> <ul style="list-style-type: none"> • Are these assessment strategies different because they are language learners? How so? • What types of assessments do you give? Can you provide some examples? • Besides tests and quizzes, how do know students are learning the content? Please explain. 	
	<p>IQ 10: In the online space, what communication strategies between students and with you as the teacher have been most successful with your ELL students?</p>	<ul style="list-style-type: none"> • Transcollaboration (transcaring) • Communication
<p>Prompts</p> <ul style="list-style-type: none"> • What do you do to help students feel secure to reach out to you as their teacher for questions or additional support? • Why do you think that has been successful? • What strategies have you tried that didn't work? 		

Final IQ.

Is there anything else about the strategies you use in online spaces for ESOLs that we have not yet had a chance to discuss?

Additional questions you might end with:

- *What have you learned about your teaching practice through all of this?*
- *What have you learned about yourself through all of this?*
- *Do you have anything else to add?*

Closing Script: *Thank you so much for your time today. I really do appreciate you sharing your thoughts with me.*

[About snowball sampling] *I am still actively recruiting participants for my study, and I would appreciate your help in getting additional teachers to interview. Would you have contact information for someone else you think might fit as secondary teachers on ELLs who teach hybrid or online in the United States? Or would you be willing to forward my study invitation to others you think might be interested? Thanks!*

Thank you again for your time and valuable information. When I finish transcribing and analyzing your interview, I will share my data analysis with you so you can be sure I've interpreted what you said correctly.

If you have any questions while this process takes place, please email me and I will get back to you as soon as possible. I will also send you an Amazon e-gift card within the next 5 days.

Also, once my study is completed; I will share a summary of the research via email.