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International Students' Use of English Language-Learning Strategies at a Private High School

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Walden University
2018

Abstract

International Students' Use of English Language-Learning Strategies

at a Private High School

by

Bobetta K. Young

MA, Regis University, 2001

BA, University of Colorado at Colorado Springs, 1997

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

April 2018

Abstract

International students in the United States enroll in private and public high schools with a goal to graduate and attend an American university. This goal is often difficult to achieve because these students are not acquiring the academic English necessary to be successful in a post-secondary setting. The purpose of this qualitative case study was to investigate what language-learning strategies (LLS) a group of East Asian international students at a private American high school had self-regulated and what strategies their content area teachers had taught them to use to become proficient in academic English. The conceptual framework was Oxford's findings on LLS and self-regulation, which is a self-motivated method of learning that English language learners (ELL) use to become proficient in English through control of the learning environment. The research questions explored which LLS the East Asian international students had used themselves and what LLS the teachers used to help the students attain English proficiency. Data were collected from interviews with 8 East Asian international students who were 12th graders during 2016-2017, 18 years old, and scored 18+ on the English section of the ACT. There were also interviews with 6 core content area teachers. Data analysis involved coding and development of common themes. Findings revealed that East Asian international students self-regulated LLS, and content area teachers did not purposefully plan or use LLS instruction to increase English proficiency among the students. A policy paper project based on the findings included recommendations for professional development, global education, and renewal of the international program. This study promotes positive social change by developing teacher and students' understanding of how to help all ELLs succeed at the secondary and post-secondary levels.

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Dedication

"Sometimes we need someone to simply be there. Not to fix anything, or to do anything, but just to let us feel that we are cared for and supported." (Anonymous).

I dedicate this research study to my family, friends, and colleagues who were always there and made me feel cared for and supported throughout this journey.

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Section 1: The Problem

Introduction

Throughout the world and in the United States, the education of international students has been growing steadily in the last decade. International students become globally mobile as they choose to live and work successfully outside of their countries by enrolling in secondary schools in America. The Institute of International Education (2017) reported that in 2017, American colleges and universities enrolled 85% more international students (n=1,078,822), then they had in a decade. This growth has been the most significant increase in 35 years.

Most of the international students (95%) from other countries who were seeking a diploma from an American secondary school have attended a private or faith-based high school (Farrugia, 2014). A primary reason for their choice in private schools was that they could only attend a public school for 1 year, yet they might attend a private high school for all 4 years. International students have made this choice because restrictive visa policies have limited them to only 1 year of attendance at a public secondary school in the United States, and public schools do not allow them to graduate (U.S. Department of State, 2015). These international students pay tuition to attend private or faith-based schools because they can attend all 4 years of high school and graduate, receiving an American high school diploma. This opportunity of graduating from American secondary schools often facilitates their enrollment in American colleges and universities (Farrugia, 2014).

Most international students need a minimum score on an English proficiency exam before entering the American high school. However, these tests can be inaccurate

in showing a real level of academic knowledge about skills in speaking, reading, and writing English (Sawir, Marginson, Forbes-Mewett, Nyland, & Ramia, 2012). Hattingh (2016) discovered that international students were passing English-based tests such as the International English Language Testing System (IELTS) to gain entrance into American secondary schools. These tests only measure their conversational English, not their academic English (Cummins, 1995). In a seminal work, Cummins (1995) argued that students who wanted to succeed at a secondary or post-secondary level needed to achieve proficiency in academic English that prepared the students for taking notes during lectures, writing essays, and reading content area textbooks. Unfortunately, international students' earlier training often did not prepare them for the rigors of academic life in a high school setting that included academic English language arts skills (Hattingh, 2016). Many of these international students from private or faith-based secondary schools continued through their high school experience but lacked proficiency in English at a level that would allow them to be successful in a college or university (Hattingh, 2016; Sawir et al., 2012). Cummins (1999) argued that it would take a student a minimum of 5 years up to a lifetime to learn academic language arts skills.

Researchers examined several reasons why international students might lack proficiency in academic English (Cummins, 1999; Phakiti, Hirsch, & Woodrow, 2013; Slama, 2012, 2014). Cummins (1999), Phakiti, Hirsch, and Woodrow (2013), and Slama (2012, 2014) concluded that teachers of international students often assumed that the students had reached proficiency in English, but these students were only conversationally proficient (Cummins, 1999; Phakiti, Hirsch, & Woodrow, 2013; Slama, 2012, 2014). Unfortunately, the international students had not achieved the academic

proficiency that was necessary to succeed in post-secondary school. At that point, teachers would often be satisfied with homework and answers that only required recall and basic understanding. These teachers would stop giving English Language Learners (ELL) more challenging work such as analysis and evaluating in the second language spoken in the classroom (Slama, 2012, 2014). Nonetheless, some ELL students did achieve proficiency in academic English. Phakiti, Hirsh, and Woodrow (2013) proposed that personal considerations such as self-motivation, self-regulation, and self-efficacy significantly and positively influenced English proficiency for international students. Oxford (1999) and Cohen (2014) also proposed that ELLs self-regulated their learning to teach themselves the necessary LLS necessary to achieve proficiency in academic English.

For this study, I examined how some international students in a private American high school were successful in acquiring the English language arts skills that they needed to be able to succeed and move on to education at American colleges and universities. At Western Prep (a pseudonym), a private, faith-based high school in the western United States, the ELL consisted of a group of 49 East Asian international students who came to America between 2013-2016 with few skills in English language arts. According to the school's principal, English teachers measured their proficiency in language arts skills by their reading comprehension test scores on standardized reading assessments given to them upon arrival to the school. Because international students from other countries did not enroll at Western Prep, this study focused on a population of 49 East Asian international students who made up 16% of the student body attending Western Prep.

In this study, successful East Asian international students were those who received a required passing score on the American College Test (ACT) or the Stanford Achievement Test (SAT) (college preparatory exams). This score will grant a student admission into a post-secondary American university or college (a minimum passing English score is 18 on the ACT and a minimum passing Reading/Writing score is 480 on the SAT; College Board, 2017). I interviewed eight senior East Asian international students who reached the age of majority and successfully passed a college preparatory exam. I also interviewed six content area teachers who had the successful East Asian international students in their classes at Western Prep. The purpose of the study was to determine what language-learning strategies (LLS) educators had used to support these students, and which LLS had been self-regulated by the international students who had demonstrated proficiency in English language arts skills.

In this section, I will define and discuss the rationale behind this study. I will also explain the importance of this research while presenting the research questions. I will identify and relate the review of the literature to the study as I investigate the implications, that will lead to the project. Finally, I will evaluate a summary of the points of Section 1 based on the original problem and research questions.

Definition of the Problem

Forty-nine students or 16% of the 304 students enrolled at the private, faith-based high school in this study were East Asian international students during the 2016-2017 school year, with a majority (70%) coming from China (18% from Korea, 10% from Vietnam, and 2% from Thailand). Administrators accepted these students based on their Secondary Level English Proficiency (SLEP) score, an international English proficiency

test, before the principal allowed them to enroll in Western Prep. They had to have a

score of 57 or higher on a scale of 0–67, where a 57 would indicate that they were

competent in speaking, reading, and writing English. Administrators accepted those who

scored a 57 or higher and allowed them to begin taking core academic classes in

September of the school year 2013-2014 as ninth graders. However, educators of Western

Prep's English department learned that these students were not academically proficient in

English language arts skills according the principal. English teachers gave these students

reading tests from a program called Reading Plus. The proficiency tests showed that all

East Asian international students in 9th grade were reading at a lower grade level than the

American high school students in 9th grade (See Table 1).

Table 1

*Reading Comprehension Levels of Every American and East Asian International Student
Who Entered Western Prep as Ninth Grade Students in 2012-2013*

English Reading Comprehension By Grade Level	9th Grade American Students at Western Prep	9th Grade Int'l. Students Who Came to Western Prep
0.0 – 3.0	0%	22%
3.1 – 6.9	9%	56%
7.0 – 8.9	13%	22%
9.0 – 12.0 (high school reading level)	78%	0%

Teachers addressed the issue of assisting East Asian international students who

were struggling with English composition and grammar by placing them in an extra study

hall. However, because of budget constraints, the school was not able to provide formal

ELL instruction in a bilingual class by a trained ELL teacher who spoke Asian languages, especially the Mandarin dialect of Chinese that the majority of these students spoke. By September 2014, the school tried to provide a pullout international English class for students with the lowest English proficiency. For this course, the school hired an English teacher who had taught in international schools to be the International coordinator, but he did not have formal ELL training. He taught students English at a slower pace, adapting to their needs. By their junior year (11th grade), the East Asian international students had the option of continuing in the English pullout class or attempting an English-only immersion instructional program. According to the principal, teachers who had no formal training in ELL strategies taught the English-only immersion program. Nonetheless, some of the junior East Asian international students, wanting to prepare for the rigors of a university, chose the mainstream English-only immersion classes.

Rationale

Evidence of Problem at Local Level

From 2005 to 2014, the number of secondary students (high school students) throughout the world pursuing an education in a foreign country grew from 3 million to 4.3 million students (Farrugia, 2014). The Institute of International Education projected that eight million international students would be finding education in other countries by 2025 (Farrugia, 2014). The United States is the host of the most substantial number of international secondary students in the world. The Institute of International Education (2016) noted that 1,078,882 international students came to the United States in 2016. Of these students, 44% were East Asians who were looking for a Western education that would help them to prepare for a successful career (Institute of International Education,

2016). Unfortunately, schools have not prepared many of these international students for the rigors of academic English language arts that they need to succeed (Murray, 2013; Whenua & Zhe, 2013).

Nationally, international students struggle with the rigors of academic English at the post-secondary level, but they have also struggled with English proficiency at the secondary level. The admissions department at Western Prep required all international students to score 57 or higher out of 67 on the Secondary Level English Proficiency (SLEP) test before enrolling at the high school (Educational Testing Services, 2015). Educators assumed this score validated that the international students were competent in using English and had operational knowledge of the English language (Educational Testing Service, 2015). This score was comparable to the score many universities required for their incoming first-year international students on the International English Language Testing System (IELTS) (Sawir et al., 2012). However, according to the principal, the international students at Western Prep took the school's English placement test for new students and scored below high school level in language arts skills. Oliver, Vanderford, and Grote (2012) showed that even though secondary international students scored well on their IELTS, they still did not have the proficiency in academic English that would help them succeed at the secondary level in American high schools. Sawir et al. (2012) confirmed that international students were unprepared to handle English language arts tasks such as writing essays, reading larger selections, and listening and taking notes during lectures. Gebhard (2012) conducted a similar study in an American university and had comparable results. The IELTS scores of these Asian international students did not give an accurate picture of the missing academic English language arts

skills required for success as these students began their university experience. Academic

English language proficiency was the most significant struggle the students faced

(Gebhard, 2012). International students struggled with language acquisition at the

secondary and post-secondary level, and their content area teachers discovered their

difficulties in the classroom.

Teachers play a vital role in an international student's education of learning

academic English (Wixom, 2015). Unfortunately, Rubinstein-Avila and Lee (2014)

reported that 87% of all mainstream public-school teachers received no ELL training or

professional development for instructing ELL students. Lopez, Scanlan, and Gundrum

(2017) argued that school alignment with Titles I and III of the No Child Left Behind Act

of 2002 (U.S. Department of Education, 2002) required ELLs to exhibit adequate yearly

academic progress. The research revealed that many state programs had mandates for all

teachers, including content teachers of ELLs, to have some training to meet the needs of

ELLs. The Education Commission of the States (ECS) reported that federal requirements

required states to provide "high-quality professional development to any teacher,

administrators, and staff working with ELLs" (as cited in Wixom, 2015, p. 8). States

responded by requiring ELL and bilingual teachers to maintain a specialist certification or

endorsement in ELL training. Unfortunately, leaders did not include accountability

measures and program evaluations in the mandates that weakened many state initiatives

(Wixom, 2015). Wixom (2015) also reported that several western states did not require

ELL teachers to have specialist certification to teach ELL or bilingual classes. Also, some

of these western state teachers did not have professional development that addressed

instruction of ELL students (Wixom, 2015). Consequently, with the passage of Every

Student Succeeds Act of 2015 (ESSA; U.S. Department of Education, 2015a) states had to show progress in ELL proficiency in 1 year. States need to design interventions and accountability systems that should include teacher training in the instruction of ELL students (Darling-Hammond, Bae, Cook-Harvey, Lam, Mercer, Podolsky, & Stosich, 2016).

According to the seminal work done by Oxford (1990) and Cummins (1999) and the recent research by Cohen (2014), teachers need professional development to take students beyond conversational language skills into higher language skills that allow them to focus on academic content areas. Oxford (2017) emphasized that successful direct instruction training should teach students to identify the LLS, to practice the approach, and to evaluate its effectiveness. Samson and Collins (2012) contended that administrators and college instructors should train teachers in three areas to be successful ELL educators: oral language, academic language, and cultural diversity. Turkan and Burzick (2014) asserted that teachers also needed professional development in the sociocultural aspects of their students to be effective ELL teachers. These researchers agreed that all teachers working with ELLs required several hours of professional development training before working with these students in their classrooms (Cohen, 2014; Samson & Collins, 2012; Turkan & Burzick, 2014). Along with Oxford (1990), Cohen (2014), Samson and Collins (2012), and Turkan and Burzick (2014) believed that educators should use LLS to help ELLs with language acquisition.

Evidence of Problem in Professional Literature

East Asian international students are not the only ELL population to find themselves unprepared for post-secondary education and the end of high school. Slama

(2012) confirmed that other foreign-born and U.S.-born ELLs both risked failure at the post-secondary level because of their lack of academic English proficiency. The National Assessment of Educational Progress's (NAEP) reading assessment report in 2013 was another indicator of the lack of proficiency in English of ELLs in the United States (U.S. Department of Education, 2015b). This report stated that only 4% of ELLs in the eighth grade were at or above proficiency in reading.

In this study, I focused on the LLS East Asian international students developed either through teacher instruction or self-regulation to improve their English language arts skills in listening, speaking, reading, and writing. The purpose of this qualitative case study was to investigate how the East Asian international students at Western Prep became proficient in academic English by self-regulating English LLS and gain entrance into American universities. It was also the purpose of this study to investigate which LLS East Asian international students learned in the classroom from their content area instructors. This study may provide the educators at Western Prep insight to help future international students and teachers of international students. This study may also provide information for other schools with ELLs to improve the training of teachers and support ELLs to acquire the skills and strategies for mastering the English language.

Definitions

Agency: This a term was associated with successful international students who saw themselves as significant and perceived themselves to have an overarching goal or aim in life that drove them and helped them to be successful (Oxford, 2017).

Age of Majority: This term referred to the age that the international community considered a person to be an adult. The age of majority in China is 18 years old, and the age of majority in Korea is 19 years old (Central Intelligence Agency, 2016).

Autonomy: This term focused on an international student's ability to take control of the situation, and educator's associated it with metacognitive skills (Oxford, 2017).

Basic Interpersonal Communicative Skills (BICS): Cummins (1999) suggested that ELLs first acquired a second language by learning the language's conversational skills. Students gained these skills in one to two years and help learners to navigate socially.

Cognitive Academic Language Proficiency (CALP): Cummins (1999) argued that ELL students needed CALP or knowledge of "academic English" and the need for vocabulary in content areas that were beyond conversational language. CALP could take five years to a lifetime to attain.

Western Prep: I gave this pseudonym name to the private, faith-based high school in the western United States.

English Language Learner (ELL): A term that described an individual who is learning to speak English (Hill & Miller, 2013).

English language arts skills: This term referred to listening, reading, writing, and speaking in English (Sheard, 2009).

International Student: A student who was not an American citizen and did not hold a permanent residence visa in a country where she or he applied to study (Phakiti, Hirsh, & Woodrow, 2013). This study focused on East Asian international students who

come for a period to study in an American secondary school with the goal of improving their likelihood of attending an American college or university (Farrugia, 2014)

Language-Learning Strategies (LLS): LLS are the methods that an ELL actively uses to manage independent learning (Cohen, 2014; Oxford, 1990; Rubin, 1975). Oxford (1990) organized the LLS into six classifications: "memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies" (p. 5). These skills helped ELLs to be proficient in academic English (Oxford, 1990).

Self-regulated Learner: An ELL who managed his or her learning by using LLS without the help of formal ELL training (Cohen, 2014). Oxford argued that all ELLs self-regulated their knowledge using the LLS from the first moment they started to learn a second language (Oxford, 2017).

Strategy Inventory for Language Learning (*SILL*): One of the most often used inventories to assess the use of LLS (Oxford, 1990).

Successful Language Learner: A person learning to speak English who was self-regulated and had become proficient in conversational and academic English (Oxford, 2011).

Target Language: The target language was the language that an individual was learning (Cohen, 2014).

Significance

This research project study was unique because I explored an under-researched group of secondary East Asian international students at a private American high school. Previous research on international students in America focused on students attending

secondary schools consisting of all international students in International Baccalaureate (IB) programs but did not concentrate on the needs of secondary international students attending public and private high schools with diverse student populations (Park, Caine, & Wimmer, 2014). Additionally, most of the studies of international students attending secondary schools have come primarily from other countries like Australia, Canada, and New Zealand (Dumenden & English, 2013; Menken, 2013; Wylie, 2013). Additional research conducted on international students focused most often on those international students attending colleges and universities, and not secondary schools (Murray, 2013; Wenhua & Zhe, 2013).

This study will be beneficial to teachers and international students. The results of this study identify how educators in secondary schools and post-secondary schools might create programs that could be more efficient in teaching international students how to prepare and adjust to become proficient in English language art skills. High school educators should revisit curriculum standards based on these findings to assure international students are receiving the best educational opportunities offered through an American education.

Guiding Research Questions

I used Oxford's (1990, 2011) LLS and self-regulation model as the conceptual framework for this study. Oxford (2011) believed that students learning a second language would "actively and constructively use strategies to manage their learning" (p. 18). She called this process of autonomous learning using the LLS "self-regulation" (Oxford, 2011, p. 18).

This theory was appropriate as the conceptual framework for this study because East Asian international students used LLS to achieve academic English proficiency, and many of these strategies were self-regulated. I interviewed eight senior East Asian international students who were successful in attaining English proficiency and six content area teachers of the senior East Asian international students at a private American high school. My goal was to discover what LLS the East Asian international students had self-regulated and what strategies the educators had taught the East Asian international students to use to become proficient in academic English language arts skills without the help of specific or formal ELL training. Below are my research questions based on Oxford's (1990, 2011) theory of language-learning strategies and self-regulation model:

1. What language-learning strategies (memory, cognitive, compensation, metacognitive, affective, and social) did East Asian international students use to become proficient in English?

2. What language-learning strategies (memory, cognitive, compensation, metacognitive, affective, and social) did content area high school teachers use for East Asian international students to attain English proficiency?

Review of the Literature

International students coming to America desire to achieve better English language arts skills (Baba & Hosoda, 2014; Hamamura & Laird, 2014; Sawir et al., 2012). The process of how international students acquired English as a second language was essential to this study. I chose Oxford's (1990) LLS and her self-regulation model as the foundation for this study. Oxford's theories and model provided direction to this exploratory study of how international students attain English proficiency.

In the following literature review, I examine how this language-learning theory applies to this qualitative case study. I completed this literature review and used the Walden Library databases such as Education Source, ERIC, and ProQuest Central. The Walden Library also led me to Dissertations and Theses at Walden Library. Outside of the Walden Library, I used my local university, the University of Colorado, to obtain books and documents. Google Scholar was another resource used to complete my study. My search terms included the following: international students, English language learners, second language learners, LLS, self-regulation, teacher training, professional development, global citizenship, and mission statements.

Conceptual Framework

The conceptual framework for this study was Oxford's (1990) theory of LLS that supported the premise that English language learners became academically proficient in the English language art skills of reading, writing, listening, and speaking. Oxford was one of the leaders in the field of LLS. She argued that LLS would precede a student's acquisition of academic English achievement. She also developed the concept of the self-regulated model (Oxford, 2011). According to Oxford (2011), students who learned a second language used LLS to help their learning. These strategies were necessary because together they became the tools that a student used that were active, self-directed, and improved proficiency in the second language (Oxford, 2011). Oxford (2011) also argued that students self-regulated from the moment they began their learning of a second language by participating in and controlling various aspects of their education, using LLS for diverse needs and purposes. This process of self-regulating required that the student initiate and sustain cognitive thought, emotions, and behaviors using the LLS. Both the

LLS and the self-regulated model were contemporaneous concepts employed throughout this study.

In this case study, I explored how LLS and self-regulation influenced the international students and the instructional methods of their teachers. I used an interview format based on the conceptual framework because I built my semi-structured interview questions on LLS, the students' self-regulation of LLS, English proficiency, and preparedness for college. My data analysis focused on the six categories of Oxford's (1990) LLS listed below.

Language-Learning Strategies

International students face many obstacles as they transition to schooling in the United States (Farrugia, 2014). They usually have 4 years to master English language arts skills that will help them succeed at the post-secondary level. While they are attempting to adjust to a new lifestyle and school system, they are also trying to use a new language to learn academic content. These students work to improve English proficiency quickly so that they can be successful in the mainstream classrooms. Cohen (2014), Oxford (1990), and Rubin (1975) confirmed that the primary way these students develop their English language arts skills is to employ LLS.

Defining Language-Learning Strategies (LLS)

Unfortunately, few researchers agree on a precise definition of the term LLS. In her seminal work, Rubin (1975) described LLS as "the techniques or devices, that a learner may use to acquire knowledge" (p. 43). Furthermore, Cohen (2014) contended that LLS were the conscious steps and actions students selected to become proficient in a second language. In her first seminal work, Oxford (1990) argued that LLS were

operations that the learner used to help himself retrieve and apply information. Oxford

also wrote that LLS were specific actions students used to make learning more accessible

and fun. In this way, the instruction was student-centered and a more efficient way to

apply the strategies to new situations. In her most recent work, Oxford (2017) combined

the definitions of the leading researchers in the field to give the most encompassing

definition of LLS. For this study, I chose to use the first part of that description:

> Learning strategies are complex, dynamic thoughts and actions, selected and used
>
> by learners with some degree of consciousness in specific contexts to regulate
>
> multiple aspects of themselves (such as cognitive, emotional, and social) for the
>
> purpose of (a) accomplishing language tasks; (b) improving language
>
> performance or use; and/or (c) enhancing long-term proficiency. . . (Oxford, 2017,
>
> p. 48).

Oxford not only defined LLS, but she also categorized her idea of LLS.

LLS Used by Proficient Language Learners

Several studies have recognized Oxford (1990) and her taxonomy of LLS as the

seminal work regarding defining the various types of LLS (Finkbeiner, Knierim, Smasal,

& Ludwig, 2012; Hong-Nam, 2014; Hong-Nam & Page, 2014; and Nhan & Lai, 2012).

Oxford divided the taxonomy into two categories: direct strategies and indirect strategies.

Direct strategies began with memory strategies that learners used to store and retrieve

new information (e.g., using flashcards). Direct strategies continued with cognitive

strategies that were procedures used to understand and produce the target language (e.g.,

the practice of writing notes in English) and compensation strategies that accounted for

missing knowledge (e.g., using academic guesses to help understand unfamiliar words).

Indirect strategies included metacognitive strategies that showed learners planning, organizing, and evaluating their language-learning (e.g., purposefully reading and speaking as much as possible in English). Indirect strategies also included affective approaches that helped control emotions, motivation, and attitude (e.g., relaxation techniques when they started to get nervous) and social strategies that involved ways of interacting with people while learning a language (e.g., asking a speaker to slow down or repeat what was said).

In a more recent study, Oxford (2017) added to her taxonomy a more accurate definition of the indirect strategies where learners used metacognitive approaches to process information and apply their knowledge. For example, ELL students in a mainstream American literature class looked for and corrected mistakes while writing an essay on an assigned topic. Meta-affective strategies helped learners to handle their beliefs, motivations, emotions, feelings, and attitudes (Oxford, 2017). Finally, meta-sociocultural interactive strategies helped learners adjust to issues of peer interaction and cultural identity. Oxford (2011) also created a survey entitled, "Strategy Inventory for Language-learning" (SILL). It became the baseline model to measure which strategies ELL students were using (Oxford, 2011). In the SILL, Oxford (2011) divided LLS into six categories: "memory, cognitive, compensation, metacognitive, affective, and social strategies" (p. 156).

Strategy Inventory for Language Learning (SILL)

Using Oxford's (2011) conceptual framework of LLS, I used the SILL as a tool to help categorize the LLS used by East Asian international students. Oxford argued that it was "the most widely used language-learning strategy-assessment instrument in the

world" (p. 155), and it was one of the only LLS inventories that had been "extensively checked for reliability and validated in multiple ways" (p. 156). Using a Likert-scale, the SILL gave a choice of five response options: "never or almost never true of me, usually not true of me, somewhat true of me, usually true of me, and always or almost always true of me" (Oxford, 2011). The inventory was divided by the same categories LLS were divided: (a) *memory strategies* such as grouping, imagery, rhyming, and structured reviewing; (b) *cognitive strategies* such as reasoning, analyzing, summarizing, and general practicing; (c) *compensation strategies* such as guessing the meaning from the context of reading and listening and using synonyms and gestures to convey meaning when the precise expression was not known; (d) *metacognitive strategies* such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating one's progress, and monitoring error; (e) *affective strategies* such as anxiety reduction, self-encouragement, and self-reward, and (f) *social strategies* such as asking questions, cooperating with native speakers of the language, and becoming culturally aware (Oxford, 1990, p. 18-21)

The purpose of the SILL was to provide general information about which strategies the ELL used. Oxford (2011) argued that a significant linear relationship existed between the strategies measured by the SILL and ELL's language proficiency. The correlation showed the higher the frequency of use of LLS, the higher the proficiency in English language skills. This relationship corresponded with studies conducted by Hong-Nam and Page (2014) and Nhan and Lai (2012). I used the SILL as a guide during interviews and data analysis to determine the level of LLS self-regulated by the East Asian international students and LLS taught by teachers.

Self-regulating Model

Oxford (2011) argued that a learner begins self-regulating using the LLS from the beginning of learning a second language. Students naturally began to teach themselves through simple LLS such as repeating words and self-correcting. As their learning progressed, the student's complexity of LLS increased. Oxford (2011) also proposed that self-regulated learners purposefully used LLS to manage their knowledge. Self-regulated learning involved setting goals for education, storing and retrieving information for later use, and motivating themselves. It also included managing time and the environment, as well as asking for assistance (Oxford, 2017). Oxford (2017) contended that ELLs would eventually progress in their abilities to self-regulate and in their goals of attaining academic English proficiency in language arts skills.

Successful Language Learners and Factors Influencing Them

Early leaders in the field of LLS began to identify what made a successful language learner. Oxford (2017) called a successful language learner one who used metacognitive, meta-affective, and metasociocultural-interactive strategies. These successful language learners included ELL students being able to manage and control their learning by understanding their needs and adjusting new strategies to address those needs (Oxford, 2017). This description of a successful language learner pointed to an active and purposeful student who self-regulated their LLS. Nhan and Lai (2012) agreed with Oxford by asserting successful language learners used metacognitive strategies and socioaffective strategies to control their emotions. Based on these studies, successful language learners are self-assured. They show that they can do tasks such as planning, organizing, and assessing their learning while teaching themselves to manage stress as

they use the English language. In the results section, I will discuss the number of metacognitive strategies used by international students who had become proficient in English and how it equated with success.

LLS and English Proficiency

When looking at the relationship between the use of LLS and English proficiency, various researchers (Hong-Nam & Page, 2014; Nhan & Lai, 2012; and Oxford, 1990) realized that different variables influenced the student's outcome. Some studies focused on the frequency of LLS use to show that there was a statistically significant relationship between the frequency that an ELL student used LLS and his or her improved English proficiency (Hong-Nam & Page, 2014: Nhan & Lai, 2012). In a study conducted by Hong-Nam and Page (2014), researchers also found ELL students who used problem-solving and metacognitive strategies more often experienced higher English proficiency than ELL students who did not frequently use these LLS. My study examined if the successful international students use problem-solving and metacognitive strategies more often than other LLS.

Educators' Roles Teaching LLS

Not all researchers agreed that self-regulated students attained English proficiency with the use of LLS. While some researchers showed a correlation between LLS and English proficiency in a self-reliant ELL (Hong-Nam, 2014; Hong-Nam & Page, 2014; Nhan & Lai, 2012), other researchers conducted studies that countered this viewpoint and showed the importance of an instructor in ELLs achieving English proficiency. Oxford (2017) showed that there was a relationship between LLS and English proficiency; however, she argued many ELL students still needed explicit strategy instruction. Her

research showed that ELLs needed help in strategy instruction, and not everyone was able to use the LLS effectively (Oxford, 1990). These students needed others to instruct them and assist them to learn LLS. Likewise, Cohen (2014) agreed that ELLs needed explicit instruction. It was most critical to receive that instruction at the developmental and beginning stages of language acquisition; however, the implicit instruction was to encourage the ELLs to take responsibility for their learning and eventually self-regulate. Finkbeiner, Knierim, Smasal, and Ludwig (2012) went further to state that while self-regulated learners seemed to be autonomous, teacher support played a crucial role in the student's success. Based on Cummins' (1999) second language acquisition theory, the teacher was responsible for creating a culturally safe environment to encourage the ELL student toward self-motivation and self-confidence. In this safe classroom environment, the ELL students would use their intellectual capacity to become an autonomous learner, yet the teacher played a pivotal role in guiding the ELL student (Cummins, 2001). The studies by Finkbeiner, Knierim, Smasal, and Ludwig (2012) and Cummins (2001) challenged the idea of a self-regulated ELL; my study measured which LLS were self-regulated and which LLS teachers taught directly.

<center>**Second Language Acquisition**</center>

Cummins and Second Language Acquisition

The seminal work done by Cummins (1999) in second language acquisition is critical to this research study and compliments the conceptual framework from Oxford's (1990, 2017) research. Cummins (1999) proposed two ways English language learners acquired a second language. He called the first conversational language, also known as "basic interpersonal communicative skills, or BICS" (Cummins 1999). The second type

of language acquisition he called academic language, also known as "cognitive academic language proficiency, or CALP," (Cummins, 1999). Oxford's (1990) research supported Cummins (1999) because the six categories in her study showed a gradual move from social tasks to academic learning and higher-level thinking skills. BICS was a social language that students could acquire in one to two years beginning with exposure to communication in the second language. ELL students who attained BICS sounded fluent to many people; however, students proficient in BICS did not meet the standards set for CALP. The knowledge of academic vocabulary and the need for literacy in CALP was more difficult and took a minimum of five years to a lifetime to learn. Cummins (1999) believed attaining CALP was more important than learning BICS when teachers placed ELL students in a challenging educational setting. Many ELL students showed fluency in their oral second language, and this fluency resulted in their placement into an English-only classroom. Unfortunately, if they had not developed their CALP, they were not yet proficient in all language art skills, and they failed in the content areas (Cummins, 1999).

Cummins (1999) further argued that students must become an expert in CALP to develop the critical thinking skills needed to understand textbook reading, inquiry-based instruction, essay writing, and test-taking skills. As a result, Cummins (1999) advocated for bilingual classes that promoted the integration of second language instruction along with content instruction. This combination would further English language proficiency alongside academic and cognitive development. He envisioned a classroom where the ELL students felt accepted and affirmed for their cultural identities. He believed that under these conditions students would have optimal learning. Cummins (1999) argued that creating an environment where the student felt highly motivated, self-confident, and

anxiety-free would enhance second language acquisition. He explained that this type of situation would prevent students who experienced low motivation, low self-esteem, or elevated levels of stress from learning. Cummins (1999) also promoted the use of cognitively challenging language content that would foster proficiency in English. Hill and Miller (2017) supported this instructional technique in their research. Cummins (1999) advocated a safe, stress-free, self-affirming environment for student learning. Cummins' (1999) believed that in the right situation, a student presented with CALP would feel self-confident and this new knowledge would build on the students' prior learning in BICS.

Cummins (2001) also challenged the disempowerment of minority students in the classroom. He argued that teachers had choices they could make in the structure of the class and in their pedagogy to empower the ELL students (Cummins, 2001). Educators needed to affirm the ELL student's culture, language, intellectual capacity, and imagination. Likewise, Cummins contended that ELL students rejected structures of inequality and negotiated new relationships with the teacher based on respect and equality with other students. Cummins (2001) was one of the early researchers to promote the ideas of "equality, social justice, and freedom" (p. 654) for ELL students.

Review of ELL Students with English Proficiency Problems

Struggles ELL Students Face

At the post-secondary level, proficiency in the English language is vital to the academic success of international students and the rigors of university life (Phakiti, Hirsh, & Woodrow, 2013). Unfortunately, a study by Phakiti, Hirsh, and Woodrow (2013) showed that many ELLs graduate from secondary school and are not prepared to handle

the academic rigors of American universities. Roessingh and Douglas (2012) noted that high schools had inadequately prepared ELL students. Even those who had passed their graduation exams had literacy challenges at the university level, and as a result, these students were an immediate academic risk. A study done by Slama (2012, 2014) showed that most ELLs who had spent five to thirteen years in American secondary schools had only reached intermediate proficiency in language arts skills and were not ready for post-secondary schooling. Slama (2012, 2014) found this was true for United States born ELLs and foreign-born ELLs. Cummins' (1999) language acquisition theory supported Slama's position to show that ELLs were not proficient in English and were not ready for post-secondary school.

ELL Social Interaction and Psychological Adjustment

When students lack proficiency in the English language, they often struggle in other areas. Phakiti, Hirsh, and Woodrow (2013) observed that English proficiency was the primary barrier that influenced not only academics for international students but also their ability to have healthy social relationships with other students. Additionally, other researchers found language barriers often kept international students isolated. It inhibited academics and socialization and caused them to form strong ethnic communities with their co-nationals (Bui, 2014; Sawir et al., 2012; Yan & Berliner, 2013). Researchers associated these relationships with lower academic performance (Yan & Berliner, 2013). Zhou and Zang (2014) found that international students with higher English proficiency skills were more likely to maintain friendships with native English speakers. However, the attachments appeared superficial since the international students spent more time out of class with peers from their home country (Zhou & Zang, 2014). Yan and Berliner

(2013) confirmed the superficiality of relationships with Americans and stated that a lack of American friendships was one of the primary reasons for lower academic English proficiency. Because friendship networks impact academic performance, international students who studied together might not have created the best scenario for their success. The implication from these studies is that international students should work to enlarge their circle of friends to include friends from America as part of a goal to improve English proficiency (Sawir et al., 2012; Yan & Berliner, 2013; Zhou & Zhang, 2014).

Asian International Students and Pressure from Parents

Many Asian international students feel enormous pressure from their parents when they come to study in an American secondary school. Because of the recent economic boom in Asia due to more cooperation with Western markets, more middle-class Asian parents can afford to send their children to America in pursuit of a quality secondary and post-secondary education (Ma, 2015). Asian parents hope that their child will receive a well-rounded education in America. The long-range plan has the student returning to their homeland with an American university degree where they will have a better chance of success in the Asian job market where well-paying jobs are incredibly competitive (Wu, Garza, & Guzman, 2015). This attraction to American schools seems misguided when comparing Shanghai's number one ranking to the United States' 56th ranking on the Program for International Student Assessment (PISA) (Ma, 2015). However, Museus (2017) argued that the cultural elites in Asia are more concerned that their children receive a high-quality education instead of high test scores. Many Asians do not believe that the Asian universities are equal in quality to American schools (Wu, Garza, & Guzman, 2015). They believe their child will have better success in the job

market if they hold a degree from an American university. Therefore, the international student carries the burden of parental expectations to do well because it is not only a matter of honor for the family, but it is also an issue of high monetary investment by the parents (Ma, 2015; Museus, 2013). Laio and Wei (2014) claimed that these pressures could impact English proficiency the moment the student enters the American educational system.

Asian International Students and Social Struggles.

A lack of English proficiency can cause several other problems and make it difficult for international students to be successful. A primary issue for Asian international students leaving their homelands for America is the ability to adjust to their new social environments. If they communicate in English, they feel secure and gain self-confidence (Sawir et al., 2012). However, if they lack English proficiency, they are in danger of "losing face" (Roy, 2013). Their lack of English proficiency emotionally threatens the international students' public image, and they feel anxious, fearful, and as though they had lost their dignity. It also threatens another core value for Asian international students. Children are supposed to gain family recognition and honor through academic achievement and occupational success (Liao & Wei, 2014). The study conducted by Liao and Wei (2014) on Asian values demonstrated that students who had difficulties with English proficiency also had adverse health outcomes such as a lack of self-worth and depression. These cultural pressures not only affect Asian international students academically, but they influence the level of engagement in LLS by international students. Unfortunately, administrators do not train teachers to deal with the cultural issues that international students bring to the classroom (Liao & Wei, 2014).

Instructional Programs for ELL Students

Educators in America expose ELL students to a surplus of instructional programs. For this study, I grouped these ELL programs into five broad categories based on the research completed by Umansky and Reardon (2014) and the literature review conducted by Wang (2013). Those general groups included the following: English immersion, transitional bilingual, maintenance bilingual, dual immersion, and content-based instruction (Umansky & Reardon, 2014; Wang, 2013). Educators who use the English-only models offer education in English to the learner and the student's native language is not part of the educational process (Umansky & Reardon, 2014). The transitional bilingual program used by some educators blend the students' native language alongside some English language instruction for student learning from kindergarten to third grade. At that time, there is a transition from the students' native language to a greater emphasis on English (Umansky & Reardon, 2014). Maintenance bilingual programs exist for the students to develop fluency in their native language as well as fluency in English. The purpose of the dual immersion program is for ELL students along with English-speaking students to become bilingual in both languages (Umansky & Reardon, 2014). In dual immersion classes, many of the students continue studying their native language into middle and high school classes. Finally, in the content-based instruction, the bilingual teacher uses the materials from academic content areas to teach the target language along with cognitive skills and study strategies (Wang, 2013). The ELL teacher and the mainstream teacher work together, instructing the content-based model.

Recently, American educators try to address the problem of a lack of English proficiency of international students and other English Language Learners (ELLs), who

are subsequently unprepared for post-secondary education, by implementing two primary school programs, including bilingual instruction and English-only immersion instruction (Valentino & Reardon, 2015; Wang, 2013). Valentino and Reardon (2015) argued that students placed in bilingual classes have higher academic achievement levels than students placed in English-only immersion programs. Despite this finding, however, research conducted by Lui (2013) showed that for the last 15 years, English-only immersion instruction has been more prominent in the United States. This movement has occurred in the United States public schools because educators have not enrolled 85% of ELL students in classes designed to help those students (Liu, 2013). Liu (2013) reported that more than half of America's public-school teachers had ELL students, but only 20% of teachers were prepared to instruct them. With this shortage of bilingual teachers, schools struggle to support bilingual programs (Liu, 2013. Because ELL students are not able to take bilingual classes, administrators place them in English-only immersion instruction programs. In English-only immersion programs, ELLs become more autonomous and learn methods to teach themselves the English language (Oxford, 2011). The international students in this study attended Western Prep and were part of an English-only immersion curriculum.

Although the debate about which instructional model is most effective has continued for years, current research favors the bilingual programs (Umansky & Reardon, 2014; Wang, 2013). Umansky and Reardon (2014) reported ELLs in English-only classes rarely gained the academic achievements of their bilingual classmates. Lillie, Markos, Arias, and Wiley (2012) and Roldstad, MacSwan, and Mahoney (2012) also showed the English-only programs were an ineffective way to educate ELLs. Conversely,

ELLs in bilingual programs outperformed the English-only counterparts in academic

achievement after five to seven years of dual language instruction (Umansky & Reardon,

2014). Cummins (1999) supported a bilingual classroom where there was cultural

acceptance and students were anxiety-free. He believed this would help the student avoid

mental blocks to learning. However, bilingual programs have run into problems since the

passage of No Child Left Behind (NCLB) (U.S. Department of Education, 2002). NCLB

restricted the use of other languages in the education of children (Menken, 2013). This

legislation along with several statewide anti-bilingual mandates (Arizona, California, and

Massachusetts) have led schools to push for English-only programs and the dismantling

of bilingual classes (Menken, 2013). However, Congress and President Obama replaced

NCLB (U.S. Department of Education, 2002) with Every Student Succeeds Act (ESSA)

(U.S. Department of Education, 2015a). In this act, the government has given states

responsibility for creating accountability systems and for designing interventions and

supports for local school districts (Darling-Hammond et al., 2016). "All states are

required to include a measure of progress in achieving English language proficiency that

compares student proficiency with the previous year" (Darling-Hammond et al., 2016, p.

12). Franquiz and Ortiz (2016) suggested that ESSA (U.S. Department of Education,

2015a) allowed states to develop best practices for bilingual students and to develop an

engaging accountability system for the bilingual student. No one model can fit every

school, but it will be substantial for schools under the ESSA (U.S. Department of

Education, 2015a) to seek, find, and use the best ELL instructional program for their

students, classrooms, school, and community.

Teachers of ELL Students

Teacher Preparation

Lucas and Villegas (2017) observed that the ELL population in America increased 80% between 1990 and 2010. Educators placed many of these students into mainstream classes. Bunch's (2014) research found that 20% of the students in mainstream classrooms across America were ELLs in English-only immersion programs. However, Rubinstein-Avila and Lee (2014) found 87% of teachers in public schools had never received professional development or training in working with ELLs. Rubinstein-Avila and Lee went further to argue that the lack of training for these teachers and the lack of adequate assessments and curriculum for ELL students accounted for the low academic achievement scores on state standardized reading tests for this group of students. Therefore, Rubinstein-Avila and Lee related teacher preparedness to the success of ELL students in the mainstream classroom.

Teachers' Effectiveness

ELL students who want to succeed in their increasingly challenging academic work need to become an expert in language arts skills that are more sophisticated. While Oxford (2017) promoted self-regulation, she knew that teachers should use direct instruction to help students who were struggling. Oxford argued that teachers should use direct instruction that began by naming LLS international students wanted to use. After the teacher and student decided which strategy to employ, the teacher would instruct the learner in using an original approach. The teacher would explain when the strategy would be useful in other scenarios. Finally, the student would have an opportunity to evaluate the strategy's effectiveness. Oxford (2011) reasoned that direct instruction "could

significantly reduce the amount of time needed for acquiring higher levels of English

proficiency" (p. 176). Oxford also wrote that direct instruction must identify when LLS

were useful, must model the strategy, must give learners time to practice the strategy, and

must teach students to evaluate how to translate the strategy to other tasks and situations.

Oxford stood firm on the idea that practical instruction by teachers should never take the

strategies of good learners and transfer them to struggling learners. Oxford asserted that

learners must be active in developing the new plan and must be self-reflective about how

they practice the approach, and instructors should never assume that every language-

learning strategy would fit all students. Nonetheless, Oxford continued to believe that the

English language learner would get to the level of self-regulation where the instructor

was no longer necessary.

Cummins (1999) required teachers that were prepared to take students

beyond BICS, the language skills needed for social circumstances. Cummins believed

teachers were necessary to move students to CALP. The language skills required to

function in academic content areas are those related to CALP. Cummins' argued that

educators must teach ELL students CALP for them to be proficient in classrooms that

were cognitively challenging to readers of content area textbooks. To get ELL students to

this level of learning, Samson and Collins (2012) maintained that teachers should have

basic knowledge in three areas. First, teachers need to understand oral language

development that includes sounds, grammar, communicative strategies, and language

variation (Samson & Collins, 2012). This knowledge helps students to become proficient

in academic discussions, understand lectures, and build general literacy skills. Next,

teachers need knowledge about teaching explicitly academic language and the demanding

cognitive tasks required to comprehend a subject's textbooks and assessments (Samson &

Collins, 2012). Finally, teachers need to understand the value of cultural diversity and the

role culture plays in language development (Samson & Collins, 2012). Cummins

suggested teacher training in these areas would result in ELL students able to succeed to

the level of CALP in the classroom.

Turkan and Burzick (2014) wrote the most widely cited literature on ELL

teaching qualities in the mainstream classroom. They espoused two skills that every ELL

teacher should retain as part of their pedagogy: "systematic functional linguistics (SFL)

and sociocultural approaches" (Turkan & Burzick, 2014, p. 6). The SFL plan

incorporated the linguistic features such as sentence structures and scaffolding content as

well as used the academic disciplines of reading, writing, and speaking. Effective

teaching of content also incorporated a sociocultural approach (Turkan & Burzick, 2014).

In his seminal work, Vygotsky's (1978) argued that learning would occur from a social

perspective. Vygotsky (1978) showed that active learning happened when peers engaged

with a new language in a social learning environment. Just as Vygotsky emphasized the

sociocultural perspective in teaching, Turkan and Burzick contended that teachers who

know about the sociocultural perspective understood the ELL students' home, language,

and culture and "built connections between students' backgrounds and the content area to

make the content accessible" (p. 7). Based on Turkan and Burzick (2014) and Vygotsky

(1978) studies, these widely used approaches would lead to the efficient and quality

teaching of ELL content.

Teacher Strategies

Cohen (2014) reported that educators using strategy instruction for teaching ELL students LLS "can enhance the students' efforts to reach their own English goals and those of the instructional program because it encouraged them to find their own means to success." (p. 108). This type of education is successful if students become aware of all the LLS that are available during language learning, and the teachers allow the students to select consciously the strategies they want to use (Cohen, 2014). The student selects a LLS based on several factors: "the nature of the language task, individual learner differences, and the current and intended levels of language proficiency" (Cohen, 2014, p. 110). His arguments held that teachers should systematically introduce and reinforce a broad variety of LLS because students would increase their language proficiency, and he even suggested that teachers use checklists from which to choose strategies (Cohen, 2014). However, his research did not determine whether that increase in English proficiency went beyond conversational English to move into academic English proficiency that students needed to succeed at the post-secondary level.

Benson and Voller (2014) took Oxford's (1990) research on the self-regulated learner even further. They believed that there was a connection between autonomy and learner-centered approaches. These included self-reliance and independence, and it resulted in learner-based teaching methods. Benson and Voller (2014) aligned with Vygotsky's (1978) research on social empowerment where students were part of a team learning the language with the help of the teacher who guided the student to what was significant and worth learning (Benson and Voller, 2014). Benson and Voller reasoned that the teacher became a researcher and learner so that they could encourage the student

become self-directed. Therefore, if LLS were something that would guide students to be more autonomous and independent, the teacher would guide the students to the strategies and help the students develop those strategies more completely.

Summary of Literature Review

Following the conceptual framework of Oxford (1990, 2011), this literature review began by building a foundation for the LLS and self-regulated model that an East Asian international student would use to improve English proficiency. Because I based this study on LLS and self-regulation, I carefully covered this subject in the literature review. Oxford (1990) completed the seminal work on this topic. She divided the LLS into six categories: "memory, cognitive, compensation, metacognitive, affective, and social" (Oxford, 1990, p. 15). From these six categories, Oxford (1990) created an instrument for educators to use to evaluate which LLS students were employing to become proficient in English language arts skills. The SILL was a self-reporting survey designed to measure which strategies the ELL employed and how often the ELL used those approaches (Oxford, 1990). Students who utilized more strategies more frequently achieved higher proficiency in English language art skills than students who did not use LLS regularly (Oxford, 1990). Hong-Nam and Page (2014) and Nhan and Lai (2012) observed that ELL students using metacognitive and problem-solving strategies experienced higher English proficiency than students who used primary memory and cognitive strategies.

Cummins' (1999) language acquisition theory followed the research on Oxford's (2017) conceptual framework and suggested the idea that educators should supplement the East Asian international students' ability to learn conversational English (BICS) with

the additional instruction they needed to learn academic English (CALP). Cummins

(1999) also promoted the idea of providing students with a stress-free, self-affirming, and

safe environment that would enhance second language learning. Cummins (2001)

believed that the classroom teacher would promote equality through support of the

students' culture, language, and intellectual capacity would empower students.

In the literature review, I discovered that international students faced several

problems. While proficiency in English was crucial to academic success, ELLs struggled

and were often unprepared for post-secondary schooling (Slama, 2012, 2014). Beyond

English proficiency, Asian international students struggled with anxiety, fear, losing face,

lack of self-worth, and depression because of their Asian values (Laio & Wei, 2014; Roy,

2013; Sawir et al., 2012). Also, current research showed that students succeeded in

bilingual programs over English-only immersion programs (Umansky & Reardon, 2014;

Wang, 2013), Menken (2013) confirmed that NCLB (U.S. Department of Education,

2002) and other state mandates had restricted the use of bilingual education for English-

immersion. However, the new ESSA (U.S. Department of Education, 2015a) provided

hope for a change in these mandates (Darling-Hammond et al., 2016). These were

examples of the severe problems facing international students.

While East Asian international students were the primary focus of this study,

teachers also played a vital role. Bunch (2014) claimed that 20% of all students across

America were ELL students, yet Rubinstein-Avila and Lee (2014) reported that 87% of

public school teachers had no training in working with ELLs in the classroom. Samson

and Collins (2012) emphasized that teachers needed basic knowledge in three areas to

teach ELL students CALP: oral language development, academic language and content

knowledge, and ability to value cultural diversity and the role culture plays in language development. Turkan and Burzick (2014) agreed and argued that teachers needed "systematic functional linguistics (SFL) and sociocultural approaches" (p. 6). These various methods led to the quality teaching of ELL students. Educators also needed specific training in teaching LLS. Cohen (2014) determined teachers should introduce LLS systematically. He (Cohen, 2014) believed students should use a checklist to choose alternatives because each student was so unique in their learning style preference. Oxford (2017) and Benson and Voller (2014) contended that the teacher's role was to act as a researcher who was guiding the students to self-regulate their learning. The teacher would begin with direct instruction helping the international student find the LLS that worked for them. Eventually, the student would become self-regulating and able to guide their learning.

Implications

The Policy Recommendation Paper is an appropriate project for this research study because it allows me to address needs of the students, teachers, and high school. The policy paper includes background on the existing problem and an analysis of findings in the study. In the Policy Recommendation Paper, I outline my insights for Western Prep. The policy paper also benefits any school working with ELLs. It includes best practices for training ELLs to use strategies suggested by leaders in the field, Oxford (2017) and Cohen (2014). It also includes best practices in the field of education by leading researchers of second language acquisition Hill and Miller (2013), Mitchell (2013), Oxford (2017), Roy (2013), Santos, Darling-Hammond, Cheuk (2012).

Summary

The local problem that prompted this study was the struggle East Asian international students face in English language acquisition when they arrive at a private American high school. With the goal to attend an American college or university, these students attempt to become proficient in academic English language arts skills. When they arrived, they found a lack of formally trained ELL specialists to help them learn English language arts skills, and they were placed in mainstream English-only classrooms. Cummins (1999) argued that in a language rich environment, students could learn conversational English in one to three years. However, Cummins showed that it would take five years up to a lifetime to attain academic English skills in reading, writing, speaking, and listening. These are skills necessary for students at the post-secondary level. Demie (2017) and Iber (2016) confirmed Cummins' findings. The problem goes beyond Western Prep because Slama (2012, 2014) and the United States Department of Education (2015b) showed ELL students across America are struggling with academic English proficiency, and many ELLs are advancing to their senior year, unprepared to take the college entrance exams that will allow them to further their education at an American college or university.

All the East Asian international students coming to Western Prep had some training in English in their homelands and had tested at a proficient level on a SLEP exam. Nonetheless, many of the East Asian international students came to the end of their senior year unprepared to receive the minimum score needed on the ACT or SAT to continue at the postsecondary level. However, some of the East Asian international students at Western Prep did succeed in gaining the necessary academic English

proficiency. While attending the private American high school, several international

students developed English language proficiency necessary to achieve passing scores on

the ACT or SAT for post-secondary admission. Oxford (2011) revealed that the success

of students like these could be the direct result of self-regulation. Oxford (2011) argued

that ELLs would self-regulate and begin to use their LLS to become proficient in the

English language arts skills, especially when formal training in ELL classes was lacking.

Cohen (2014) confirmed Oxford's (2011) findings. Therefore, I designed this study to

investigate which LLS eight of the East Asian international students were taught as well

as the LLS the East Asian international students had self-regulated.

In Section 2, I will discuss the methodology that supports this study. I have

chosen a qualitative case study design to complete my research; therefore, there will be a

discussion about the selection of this design and approach. I will also define and discuss

the study's setting, participants, data collection techniques, and data analysis procedures.

This section will end with a discussion of the limitations of this study.

Section 2: The Methodology

Introduction

The focus of this study was on a sample of East Asian international students in a private American high school to determine which LLS they used to become proficient in English language arts skills by the time they were seniors. I also investigated a sample of educators in the same school for the purpose of determining which LLS the East Asian international students self-regulated and which strategies content area teachers taught them.

Following an explanation of the qualitative case study research design, I will discuss the setting and participants selected for this study. Then I will describe the procedures for developing the instrument, collecting data, and analyzing data. I will present my results, and I will close with an examination of the limitations of the study.

Design and Approach

Yin (2014) stated that a case study was qualitative research that used "an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not evident and in which multiple sources of evidence are used" (p. 13). Because I addressed two exploratory questions to investigate a contemporary occurrence within the context of real-life, I used the case study method (Yin, 2014). I conducted a study of senior (12th grade) East Asian international students from the 2016-2017 school year who were at the age of majority and who had passed their college entrance exams. I also studied the content area teachers of these East Asian international students at a private American

private high school, Western Prep, during the East Asian international students' second

semester of school.

The case was the East Asian international students who were struggling to

become proficient in English and their teachers in content area classes while the

contextual condition was the American private secondary school, that was without a

formal ELL program (Yin, 2014). Creswell (2012) wrote that a descriptive case study

might use a descriptive narrative to share the data. Because I used a descriptive narrative

to share the data from the research, my study is a descriptive case study. Marshall and

Rossman (2016) argued that a case study was part of a larger phenomenon. My research

design was more appropriate than other methods because it allowed me to explore a case

as part of a larger phenomenon. Case studies are bounded by place and time, and my

studies' place is a private American high school during the school years between 2013-

2017. My goal was to understand each participant's account of learning English in a

private American high school. I chose this design because of the scope of my setting and

the distinctive criteria of my participants. A case study design worked well with these

parameters.

The qualitative case study design aligned with my conceptual framework of

Oxford's (2017) research on LLS and self-regulation. I investigated the self-regulated

LLS used by the proficient East Asian international students. In this study, successful

students were those who received an 18 or higher on the English part of the ACT or

scored 480 or higher on the Reading/Writing part of the SAT (College Board, 2017). I

obtained this information from the school registrar who gave me the names of the senior

East Asian international students who were the age of majority and had passed the ACT

or SAT within the given criteria. I used the college exam scores to show that senior international students had become proficient in English and to find the participants for this study. I also explored the instructional LLS employed by the teachers of the East Asian international students. According to Yin (2014), the most important source of evidence in a case study is the interview. Therefore, I used interviews with international students and the content area teachers of those international students.

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Setting and Participants

</div>

Criteria for Selection of Site and Sample

The setting for this study was a private American high school in western Colorado. Western Prep had a student population of 304 in the 2016-17 school year. (I collected data for this study at the end of the 2016-2017 school year). At Western Prep, 4% of the American private secondary school's student population was African-American, 18% Asian, 72% Caucasian, 1% Hawaiian, 4% Hispanic, and 1% Native American (see Figure 1). Out of the 18% of Asian secondary school students, 16% were East Asian international students. The East Asian international student population were 70% Chinese, 18% Korean, 10% Vietnamese, and 2% Thai, with a sample size of N=49 (see Figure 2).
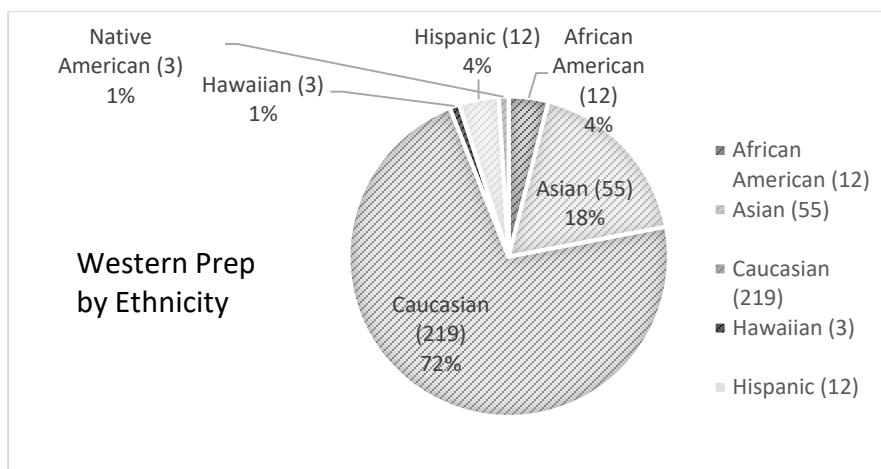
Figure 1. Student demographics by ethnicity.
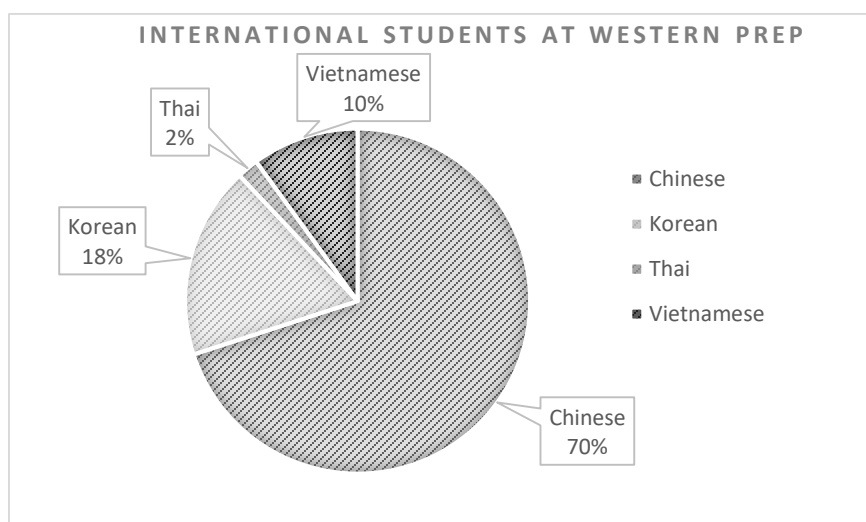
Figure 2. Demographics of East Asian international students.

In this study, I used purposeful homogeneous sampling to determine the participants. Creswell (2017) noted that researchers should use purposeful sampling intentionally to choose participants to understand a phenomenon. I used homogeneous sampling because the people in the sample shared similar traits and characteristics. The students were unique in that they were Asian in ethnicity, international students, studied in an American private secondary school, and had received an 18 or higher on the English

part of the ACT or scored 480 or higher on the Reading/Writing part of the SAT (College Board, 2017). I chose senior (12th grade) secondary students from the class of 2016-2017 so that I had students who had reached the age of majority and had gone through 4 years of high school at Western Prep. The age of majority in China is 18 years old, and the age of majority in Korea is 19 years old (Central Intelligence Agency, 2016). I received the names and the contact numbers of these East Asian international students from the school registrar who handled that information.

Before I began interviews, I obtained approval from Walden University's Institutional Review Board (IRB)(approval number 07-26-17-0378064). After receiving this approval, the administrators of Western Prep signed a formal Letter of Cooperation authorizing me to conduct this study. The principal, administrative assistant, international coordinator, registrar, and translator signed Confidentiality Agreements, as well. With the aid of these stakeholders, the necessary gatekeepers available to facilitate this research study were in place. Western Prep offered an empty classroom that I was able to use for the interviews from the hours 6:00 A.M. to 9:00 P.M. on Monday through Saturday. The principal at Western Prep verbally agreed to let me interview the East Asian international high students. However, they had to be seniors who met the criteria and had given their consent for the interviews. He had also agreed to allow me to interview the teachers in the content areas if they chose to participate in the study. The participants all signed consent forms.

East Asian International Student Interviews

I interviewed a purposeful homogeneous sample of eight successful East Asian international students (interview questions are in Appendix B). These interviews occurred

over 2 days at Western Prep in the classroom that the school had set aside for these meetings. Interviewing the Asian international students served the purpose of answering the first research question (RQ1): What LLS (memory, cognitive, compensation, metacognitive, affective, and social) did East Asian international students use to become proficient in English? The student interviews gave insight into the self-regulated LLS that have worked for some East Asian international students to become proficient in English language art skills.

My first meeting occurred with all senior international students who would graduate from Western Prep and who met with the international coordinator at the end of each day (all 12 of the students at this meeting were part of my sample group). The senior international students gathered in the classroom of the international coordinator. After their regular meeting, the international coordinator introduced me. I gave the individual participants a package that I prepared for them with their name on it. It included the introductory letter, the consent form in English, and the consent form in their native language. I reviewed the letter and consent form with the international students. I also answered all questions from the international students. I asked them to take the consent form home and think about the study, and I gave them instructions on how to contact me if they decided to participate in the study. After this meeting, I waited to see which students would contact me. Eight international students responded and four students declined. I then scheduled a time for interviews with each international student.

Content Area Teacher Interviews

The purpose of the teacher interviews was to answer the second research question (RQ2): What LLS (memory strategies, cognitive strategies, compensation strategies,

metacognitive strategies, affective strategies, and social strategies) did content area high school teachers use for East Asian international students to attain English proficiency? The purpose of this question was to verify which skills East Asian international students developed on their own and which strategies they learned from their teachers. The teachers had taught international students and had observed students in the sample in the classroom, in the hallways, and in the lunchroom. The principal shared with me that the teachers wanted to find a solution to help the East Asian international students become proficient in English within the American private secondary school.

At the end of a prearranged staff meeting, the principal introduced me to the content area teaching staff at Western Prep. I discussed the study and went over the consent form. My criteria were that they had instructed all the senior international students, including successful and unsuccessful international students. Because multiple teachers from the same core teaching area wanted to be involved, I used purposeful sampling and selected teachers who were the department heads in those disciplines. I also interviewed the international coordinator, who taught English to all the international students in the school. After the staff meeting, I instructed the teachers to review the consent form first, and I gave them my contact information if they decided to participate in the study. When going over my consent forms, I emphasized that the study was voluntary, and anyone could withdraw at any time. These were statements written directly into the consent forms. After this meeting, I waited to see which teachers would contact me. I interviewed six content area teachers including two English, one science, one history, one math, and the international coordinator, who taught English. All the teachers were department heads except for the international coordinator. These teachers

were part of a teaching staff that totaled 27 educators at Western Prep (department heads who served as content area teachers and those teachers who did not help as department heads). None of these teachers were Asian or spoke Asian languages, and they averaged 15.77 years of teaching experience.

I am a director of curriculum, instruction, and assessment at the same American private secondary school system. I work primarily away from the schools in the administrative offices conducting research, planning curriculum, and working with new teachers. The administrative assistant and the international coordinator knew me; however, I had no supervisory role over these two individuals during this study. My employer agreed that I would have no authority or supervisory role over the East Asian international students or the secondary school teachers during the study. Therefore, the East Asian international students did not know me, and the content area teachers knew of me but were not my colleagues; I had no supervisory relationship with anyone connected to the study.

Researcher's Role

Using a qualitative case study design, I obtained unique insights regarding the central phenomenon through interaction with the participants of this study in a real-world setting. I served as the interviewer, data recorder, data transcriber, data analyst, and nonparticipant researcher. As an objective researcher, I understood the importance of remaining neutral in body language, facial expressions, personal thoughts, and ideas since these actions introduce bias. I took extra care to make sure my role as a researcher did not present a threat to the validity of this study. Yin (2014) discussed a high ethical standard that a researcher had for "responsibility to scholarship" (p. 76). Therefore, I took extra

measures to protect the participants' rights and take responsibility for their wellbeing and to ensure their privacy remained secure. This qualitative case study design allowed me to gather data that generated a precise understanding of the central phenomenon occurring in the real-world setting of the participants.

Data Collection Strategies

Supporting Oxford's (2017) conceptual framework of learning-language strategies and self-regulation, I chose a semi-structured interview format with open-ended questions prepared in writing before the interview (See Appendix B and Appendix C). These semi-structured questions allowed me to probe for clarification and a deeper understanding of the experience of the participants (Creswell, 2017). My goal for each interview was to make the participants feel comfortable about describing what was occurring in their homes and classrooms. I was investigating to determine what strategies the students were using and if they were (1) self-regulating to use LLS, (2) receiving teacher instruction about using LLS on English language acquisition, or (3) combining self-regulation and teacher instruction. The purpose of these interviews was to answer both RQ1 and RQ2:

(1) What language-learning strategies (memory, cognitive, compensation, metacognitive, affective, and social) did East Asian international students use to become proficient in English?

(2) What language-learning strategies (memory, cognitive, compensation, metacognitive, affective, and social) did content area high school teachers use for East Asian international students to attain English proficiency?

My role was to remain neutral and objective but to use valid probing questions to encourage the participants to share details about their experiences and challenges regarding LLS that had led to academic English language acquisition.

As recommended by Creswell (2017), each participant chose a time that best suited their schedule. I conducted all interviews between 9:00 a.m. and 5:00 p.m. The interviews ranged from 30 minutes to 45 minutes. The East Asian international student interviews all took place in the classroom provided by the American private secondary school, and the content area teacher interviews took place in the teachers' classrooms and during times that fit their schedule. For these formal meetings, I collected data using an Olympus digital voice recorder model number VN-7200 and my handwritten notes. Before beginning an interview, I asked the participants if I could record them and if it was acceptable for me to take hand-written notes during the interview. All participants agreed that the recorder and my hand-written notes were satisfactory.

I asked the East Asian international students 15 questions that focused on LLS and self-regulation that aligned with the theoretical framework of my study. The East Asian international students responded with short sentences and phrases; therefore, it was necessary to use all probing questions that I had prepared before the interviews and others that I generated during the meeting. I asked the teachers seven interview questions that focused on the LLS they used to instruct international students and help them to reach academic English proficiency. Questions four of the teacher interview read, "What strategies do you give the international students to use when you give them a reading assignment (textbook or novel)?" At that time, I handed the teachers a copy of Appendix D that listed many LLS by category (memory strategies, cognitive strategies,

compensation strategies, metacognitive strategies, affective strategies, and social strategies). I also handed them Appendix E, which showed Oxford's (2017) steps in teaching LLS to ELL students. I used probing questions to gain additional information and to clarify answers given by the participants. I recorded the responses of all participants on the digital recorder and gathered additional data through hand-written notes taken during the interviews.

After I completed the interviews, I prepared the data by transcribing the interview questions and answers from the digital recording. I also copied my notes and put them both on a password protected removable hard drive at my home. I created a complete transcript of all East Asian international students' interviews and all content area teacher interviews. I used a coding system known only to me to create an alphanumeric name for the students and teachers to keep their real names anonymous. I created a key that I put in a confidential envelope and placed in a fireproof, locked safe kept in my closet. I was careful to note nonverbal communication such as sighs, pauses, quizzical looks, and laughter. After transcribing the original interviews, I determined that no additional meetings were necessary for clarification (Creswell, 2017).

Ethical Considerations

In preparing all consent forms, I applied the following ethical considerations to all human subjects in the research study.

- Respect for persons: I gave participants proper consent.
- Beneficence: I shared the benefits and potential harm of the study with participants.
- Justice: I treated all subjects equitably.

Participants signed consent forms before any collection of data began.

Protection of Data

After the interviews, I immediately went home and placed the data from the digital recorder on a password-protected removable hard drive. I put hand-written notes from the interviews in privacy envelopes and stored them in the fireproof, locked safely in my closet. I will keep the removable hard-drive safe for five years. At the end of five years, I will erase the hard drive and shred all documents in privacy envelopes.

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Data Analysis

</div>

Steps to Data Analysis

My goal in the case study data analysis was to build a rich, detailed description of the case and its context (Creswell, 2017). I organized the information by transcribing all interviews and checking field notes to make sure they were complete and did not miss any vital information. During my second reading of the transcripts, I began documenting ideas, questions, and concepts that I had connected to the framework and to answering RQs. My next step was to create categories that would accommodate the data and would be both exclusive and thorough (Cho & Lee, 2014). Oxford's (1990, 2017) conceptual framework of self-regulated LLS supported this study's categories. As a result, I used the six categories of LLS described by Oxford (1990) as the starting themes for coding including the following: "memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies" (p. 5).

According to Miles and Huberman (1994), data analysis has three components: "data reduction, data display, and drawing and verifying conclusions" (p. 10). The process of data reduction suggested by Miles and Huberman (1994) involves coding, that

is a defining feature of qualitative content analysis (Drisko & Maschi, 2015). I employed

NVivo11®™ qualitative research software to help with the coding, classifying, and

arranging of data. I started by importing my handwritten notes into memos and then

began importing my transcribed documents into the software program. Using the

software program, I created "nodes" that was the term used in the program for categories.

With these nodes and transcribed documents, I began the coding process. To ensure

accuracy in coding from data to the six categories, I used charts found in Oxford's (2017)

work. I started with Oxford's (1990) six categories (memory, cognitive, compensation,

affective, social, and metacognitive) using thematic coding then went back and used open

coding to identify and align concepts in the data checking for any emerging ideas outside

of the themes for the framework. I also created subcategories for data that I could not

organize with one of the original categories.

Using pattern coding, I grouped information into meaningful units of analysis and

similar constructs (Miles & Huberman, 1994). I engaged NVivo11®™ software to

transcribe all interviews and to help color-code the information found throughout the

transcripts (Kuckartz, 2014). I accomplished this process by highlighting similar words

and phrases, coding those expressions, and looking for themes within the transcripts. The

software helped me to organize unstructured qualitative data into identifiable patterns and

themes taken from participant quotes, transcribed notes, and my handwritten notes

(Drisko & Maschi, 2015).

Data display was a more in-depth way to explore and describe the qualitative data,

once I organized and summarized it (Miles & Huberman, 1994). I used the qualitative

conceptually ordered content analysis method. Finfgeld-Connett (2014) argued that

qualitative content analysis needed a guiding framework to show validity. Oxford's (1990) conceptual framework of LLS was an appropriate guiding framework for qualitative content analysis since I had concluded initial investigations. Cho and Lee (2014) described qualitative content analysis as a research method that subjectively interpreted text data beginning with categories and systematically classified, coded, and identified the patterns and themes in the documents. The qualitative content analysis was suitable for data that required some measure of interpretation. Because I systematically described the meaning of the data using the six categories as I looked at the research questions, I chose this form of examination to guide my data analysis (Cho & Lee, 2014; Miles & Huberman, 1994).

I constructed full descriptions of the people, setting, and issues of the research, describing the case study and its context (Creswell, 2017). Identifying themes and patterns and grouping and comparing the data into a narrative story allowed me to put together a conceptual model that aligned with my study because I correlated it with the categories and described it by the patterns of behavior and themes that had emerged from the data. I explained the narrative in detail to address the research questions and summarized the ideas of the study. Within the story, I also showed the relationship between the patterns of behavior and the findings in the literature. These patterns of behavior and themes revealed my level of interpretation and improved the reliability of the study. The identities of the participants remained confidential throughout the process of analysis for their protection.

Results

The purpose of this qualitative case study was to determine which LLS East Asian international students at a private American high school used, as well as which LLS (LLS) were self-regulated and which strategies content area teachers instructed international students to use. The results section focused on the data collected through interviews with East Asian international students and content area teachers to answer two research questions. As the data was analyzed, patterns of behavior emerged that provided insight into the practices of the East Asian international students and the content area teachers. In the examination of those patterns of behavior, important themes developed that answered each research question.

Research Question One

Four separate patterns of behavior emerged from the East Asian international students' interviews as I went through the process of data analysis. The primary patterns of behavior that I found emerged from the interview data with the students included: (1) self-regulating LLS from their beginning experiences in America, (2) using all six categories of the LLS not just one or two categories of LLS, (3) being motivated by one common goal, and (4) having strong social ties with their homeland community of friends. Throughout these four patterns of behavior, one theme emerged. East Asian international students' self-regulated to become proficient in academic English, and they accomplished this through the frequent use of the LLS of metacognition. Self-regulation guided by the metacognition strategy would answer RQ1: What LLS (memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies) did East Asian international students use to become

proficient in English? The narrative story of the East Asian international students explained how these patterns of behavior developed and how one of the themes of this study emerged.

Self-regulating LLS From Beginning Experiences in America

As I interviewed the eight students, I realized that from the first day of class each of the East Asian international students that I interviewed chose LLS to help themselves gain control of their learning. After going through the data several times, the first pattern of behavior I observed was that all the international students were fearful on the first day of school as ninth graders, yet their comments showed evidence of immediate self-regulation. International students managed this self-regulation by metacognition strategies, which required them to plan and adjust to meet the problems they immediately encountered. For example, one student revealed that when she first attended class, she did not feel welcomed by the other students, so she listened for words she understood and made a "picture in my mind. Some words I wrote down to look up later" (Student A). Another student showed self-regulation using cognitive LLS by trying to learn English through "watching American TV shows" (Student B). Another student in the first class started listening for words she already learned (Student H). However, the Americans spoke so fast she "asked the teacher to slow down" (Student H) that was a social language-learning strategy.

Not only did these students self-regulate their learning, but they also used metacognitive strategies to take active control over their thinking and address the challenges they were facing. Each of these students initiated a metacognitive language-learning strategy by looking at the situation and planning a way to improve proficiency

(Oxford, 1990). During their interviews, the international students revealed that they were not impulsive but could identify a problem during a task and identify which strategy would effectively solve the problem.

Using All Six Categories of LLS

Next, the data showed that international students used all six categories of LLS and not just one or two categories of strategies. The top three categories based on percentage of times these strategies were being used in the interviews by the East Asian international students were metacognitive LLS (39.77%), cognitive LLS (24.19%), and social LLS (16.17%) (N=233). The other three categories of LLS mentioned by East Asian international students were compensation LLS (8.49%), memory LLS (5.7%), and affective LLS (5.14%). However, the results also showed that all eight of the East Asian international students mentioned using each of the categories of LLS more than once. The students found different LLS that worked for them depending on the uniqueness of the setting and task they were completing. To prepare for a test, Student E wrote, "I made a study guide in English, and I repeat study guide, so I just have in my head." When Student A practiced learning English, the student said, "I tried to listen in English to TV such as BBC (British Broadcasting Corporation) News." Student G used a vocabulary application on her phone called "Shanbei." "I did 100 vocabulary words a day. There were 20 new and 80 old vocabularies. That helped me."

This next student also showed how tasks determined which strategy the students would use to learn a skill. When Student B received reading assignments in class, she would purchase "bi-language books of my novels so I could keep up in class." The East Asian international students successfully initiated all the LLS and purposefully planned

building proficiency in their English language arts skills. These actions indicated a process of self-regulation managed by the metacognitive strategy connecting back to the second pattern of behavior.

Motivated by One Goal

The pattern of self-regulation accomplished through metacognition strategies goes deeper than planning, organizing, and assessing a student's learning. Oxford (2017) reported that ELLs construct self-regulation by agency and autonomy, which helped identify a successful language learner. The next pattern of behavior seen in the data was that every East Asian international student had one common goal: Students were motivated by a drive to graduate, to obtain an American high school diploma, and to gain admittance into an American college or university. In fact, most of them had already planned their future by declaring what they would study in post-secondary school and what they would do after they graduated from college:

- Student A wanted to study biology, return to Korea, and help support the family.

- Student B wanted to study zoology, return to China, and help take care of the family.

- Student C wanted to study computer science, return to China, and get a better job.

- Student D wanted to study chemistry, return to China, and please parents.

- Student E wanted to study international business and psychology, return to Korea, and get a better paying job.

- Student F was undecided.

- Student G wanted to study international affairs, return to China, and support the family.

- Student H wanted to study international languages, return to China, and work to support the family.

Students who were able to state the direction of their future and plan for that future showed a higher level of agency and autonomy. All the East Asian international students were extremely aware of the importance of becoming proficient in academic English so that they could attain their goal. They each spoke of how proud they were to have done well on the ACT and TOEFL. This more profound level of self-regulation and focus on metacognitive strategies confirmed that students were determined to do whatever it would take to improve English proficiency.

Strong Social Ties with Homeland Friends

The final pattern of behavior in the data that confirmed self-regulation was the East Asian international students' and the attitude all eight of them shared toward American students and homeland students. The last interview question asked the East Asian international students to explain a time they had friends help with their homework. Responses to the probing question revealed if they asked American students to help or only friends from their homeland. The following were some of their responses:

Student B: "American students talk too fast. It is hard to follow what they are saying. My Chinese friends can talk [at a] normal speed and have real conversations."

Student C: "It's nice to talk in Chinese because I get my questions asked and answered faster."

Student G: "My friend and me [sic] like to talk about world events like what is happening in Asia. My American friends, I just talk to in class and hallways about school stuff or an American movie or sports team. We don't have the same interests."

The students consciously made decisions about who they would study with, in and out of school. This behavior was beyond wanting to socialize with their circle of friends, and it involved feelings of insecurity and fear of failure if they left their peer group (Yan & Berliner, 2013; Zhou & Zhang, 2014). The East Asian international students only studied with other East Asian international students. Several researchers argued that this trend to stay with their cultural groups was often detrimental to learning English language arts skills (Sawir et al., 2012; Yan & Berliner, 2013; Zhou & Zhang, 2014). A lack of relationships with American students was a primary reason for lower English achievement for ELLs (Sawir et al., 2012; Yan & Berliner, 2013; and Zhou & Zhang, 2014).

When I interviewed the teachers, all believed that to learn English, integration of the international students and American students in the classrooms, hallways, and lunchrooms had to happen. The teachers addressed this issue in their interviews, and they all agreed that there was a definite division between the American students and the international students. Teacher B, at Western Prep High School, stated that the "…Internationals. . .." liked to work together in groups. If she divided the groups evenly between American and international students, the international students would separate

themselves by the end of the period and be working with at least one homeland friend (Teacher B).

When asked about the interaction between American students and international students, Teacher E responded with the following:

> We have a lot of international students, and they have developed a sub-culture. It is funny when you go into the lunchroom. You have your American kids and your Chinese table and your Korean table. Everyone is happy, but they never co-mingle.

Several studies (Sawir et al., 2012; Yan & Berliner, 2013; Zhou & Zhang, 2014), found that East Asian international students who worked to improve their network of American friends achieved higher English proficiency in language arts skills.

This pattern of segregating themselves with students from their homeland aligns with the data from my student interviews and teacher interviews. While the former studies argued that international students should focus less on homeland relationships and more on American friendships, Wenger (as cited in Oxford, 2017) discussed a new model of learning known as "communities of practice" (p. 69). Newcomers would rely on the knowledge of the established community of homeland peers and build new social communities. In my study, East Asian ninth grade international students depended on the established community they found at Western Prep. They created new communities of practice as they grew in their English language proficiency. This model of learning had roots in the learning theories of Vygotsky (1978) and his model of the mediated learner who built knowledge on the advanced capabilities of the other people in the group.

The East Asian international students came to Western Prep high school with an average English proficiency of 100% below 9th-grade reading proficiency (refer to Table 1). However, within four years, eight out of 12 seniors in this study passed the ACT (American College Test) showing their ability to reach "Cognitive Academic Language Proficiency", or CALP (Cummins, 1999). According to Cummins (1999), most ELL in America took five years to a lifetime to reach CALP, yet eight of the 12 East Asian international students at Western Prep learned CALP in four years through self-regulation of LLS.

Therefore, the theme of self-regulation with a focus on metacognitive LLS followed four patterns of behavior:

1. East Asian international students' first experiences in America were intimidating, but students responded by finding an LLS to address the fears they faced and become proficient in English.

2. While Metacognitive, Cognitive, and Social were the top three strategies used by East Asian international students, students self-regulated and used all six LLS's to address whatever assignment or task they needed to complete. However, each East Asian international student used LLS with the help of a metacognitive strategy to achieve proficiency in English.

3. East Asian international students showed self-regulation through a common goal, that also included deeper levels of self-regulation constructed through "agency" and "autonomy" that were metacognitive strategies. These future goals were strategies that kept students motivated to self-regulate and work toward English proficiency.

4. East Asian international communities formed social "communities of practice" that helped them to self-regulate through use of LLS and achieve proficiency in English language arts skills.

I connected these four patterns of behavior through the theme of self-regulation directed by metacognitive strategies. The East Asian international students have self-regulated and chosen LLS that match the tasks and assignments at that moment. All the East Asian international students' metacognitive strategies have helped them through the process of selecting the right LLS and applying the strategy to the undertaking. This process answered the RQ1: What LLS (memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies) did East Asian international students use to become proficient in English? The East Asian international students self-regulated using all strategies to help them with this process and became proficient in academic English.

Research Question Two

Three primary patterns of behavior emerged from the data of the content area teachers' interviews: (1) lack of formal teacher training in ELL instruction, (2) inconsistent use of LLS strategies by teachers, and (3) LLS instruction was not the responsibility of the content area teacher at the high school level. The theme connecting these patterns of behavior that emerged from the data analysis was that content area teachers were not planning for, and purposefully teaching, LLS. The theme that developed from the data analysis helped answer RQ2: What LLS (memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective

strategies, and social strategies) did content area high school teachers use for East Asian international students to attain English proficiency? I continued with a narrative format and developed each pattern of behavior further.

Lack of Formal Training

The first pattern of behavior resulted when I asked the content area teachers from Western Prep about their formal training in ELL instruction. Every content area teacher admitted that she or he had no formal training to instruct East Asian international students outside of the informal training they had in college to become a teacher. All the teachers interviewed had been teaching for over 10 years, that would mean that the last training in ELL instruction would have been the informal class discussions they had in college 10 years or more ago. Even the international coordinator who teaches English to the 9th- and 10th-grade international students elaborated that he had no formal training in ELL instruction "since his college years (27 years ago)." However, these teachers are not unlike many teachers across America. As stated in the literature review, Rubenstein-Avila and Lee (2014) reported that there were five million ELLs in America. Rubenstein-Avila and Lee (2014) also found that 87% of the public-school teachers had never received formal training in ELL instruction. Rubenstein-Avila & Lee (2014) directly correlated teachers with a lack of ELL training with low scores on standardized reading tests for ELLs. Educators often place ELLs in mainstream classrooms because administrators believe a standardized curriculum and mixing with native English speakers is the authentic experience ELL students need for learning English. Unfortunately, the teachers do not always share the views of the administration.

Teacher A said, "I don't think when we are talking about a high school level we are ready to discuss showing students skills to help them read better, especially at our school where we are more college prep."

Teacher D replied, "I don't see myself as a language teacher."

Teacher C said, "I've limited the use of their translators because the translators slow them down in class. I'm a math teacher." (My hand-written notes indicated that the teacher was implying that she was not a reading teacher.)

After the teacher interviews, I noted that none of the teachers said they should be more purposeful in planning or that a change was necessary.

Inconsistent Use of LLS by Teachers

During the interview, I gave teachers a handout that included a list of LLS for all six categories (see Appendix D). From the answers of all teachers, a second primary pattern of behavior developed in the data. My interviews with the teachers revealed that content area teachers believed they used LLS for all students in the class as a best practice but were not purposeful or intentional about using or emphasizing these strategies with only international students. These teachers believed they could show students how to learn the academic content using LLS, but they failed to understand the need for linguistic strategies for the international students. Teacher A gave the first example, explaining that one of the first things he did in class was to teach them (international students) three-column note-taking. "I'm not certain I was purposeful in doing these steps because I was doing many of the LLS for all students not just international students" (Teacher A). Six of the teachers admitted to making content accommodations; however, few made the linguistic accommodations needed to gain

academic English proficiency. After looking at the handout of strategies, Teacher B also struggled to make linguistic compromises and focused on strategies that taught the content:

> I certainly use mnemonics and semantic mapping. An organization like the parts of an atom and making a chart. What is their relative mass? What is their actual mass? We use concept mapping. . .. If a student comes in, we will do one-on-one tutoring. . .. Most of these strategies I use with the entire class as part of my daily teaching but very little have I done for international students.

Teacher E talked about not having to do much modification with East Asian international students because of the international program the school had (she taught juniors). For the last two years, when the international students were ninth and tenth graders, they could choose to take English from the international coordinator. After those classes, they mainstreamed into regular junior and senior English. Teacher E knew the East Asian international students still struggled with proficiency in English; however, when she saw the list of LLS, she believed she taught many of the strategies to the students as a class as a best practice.

"Well, some of these things I do with all of the kids. They are just things you do. . .. They are good teaching strategies I use with everyone that I did not think about just using for internationals" (Teacher E). The East Asian international students needed developed content along with linguistic learning addressed through planned and systematic instruction. The lack of understanding by the content area teachers regarding LLS for teaching English language acquisition showed a need for professional development.

Not the Responsibility of the Teacher

A final primary pattern of behavior that emerged from the data was a shared belief voiced by all but one of the teachers that LLS instruction was not the responsibility of the teachers at the high school level. The teachers were reacting to Oxford's (2017) Model of Teaching a LLS. Oxford (2017) showed that the teacher should identify the LLS, model the LLS for the student, practice the LLS with the teacher, and translate the LLS for the student to use in other situations and tasks. Teacher A summarized his feelings about Oxford's model:

> We realize that there are people at lower levels who teach students how to read. But, by the time they get to us we are not teaching reading . . . now we are going to work on critical thinking skills and upper-level concepts.

"Reactive" was the word used by Teacher D when asked this same question about Oxford's model. He would let the East Asian international students complete their reading and writing assignments and then if he felt they had a problem: "I will try to work with them and ask them verbally what they understand and what was a problem." He did not feel he had time to teach them new strategies individually. Teacher E responded with the following statement, "As I said before, I don't think I do anything planned for international students. I just try to help them when a problem comes up. We work together to find a solution."

Oxford (2017) has shown that there was a direct relationship between a teacher who correctly instructed ELL students in LLS and an increase in English proficiency. A policy paper was a productive way to reach out to this school and address a change in attitude about instruction for the international students. This lack of preplanning of

teaching was an issue that I discussed with the administration who is the recipient of the policy paper.

One discrepant case arose from the content area teachers. The international coordinator, who taught ninth and tenth grade English and managed study halls for East Asian international students, did not follow all the patterns of behavior of the other teachers. He did not have any formal training in ELL instruction, yet he developed LLS that he used as he worked with East Asian international students. Also, he was not indifferent in his work with the international students, and he purposefully planned each day what strategy would work to help his students understand and become more proficient in English language arts skills. He referred to one strategy, "We use a lot of facial expressions. I watch their (international students') expressions because if I ask them if they understand, they will always say 'yes.' I have to watch their facial expressions to understand what they are thinking."

When I gave him the list of LLS, he was able to name a specific example for many of the strategies that he used in class. Regarding Oxford's (2017) model of teaching LLS, he replied, "I think that I do all four steps in my classes, but the last one is challenging. They (East Asian international students) are very compartmentalized. . . They struggle to apply the strategy to other tasks and situations." His answers were opposite to those of his co-workers in the content areas. His compassion for the international students was evident by his comments during his interview. He said that he loved working with the international students and they were special kids.

Analyzing these three patterns of behavior in the content area teachers, one primary theme surfaced. The teachers were not purposefully or systematically planning

LLS instruction to increase English proficiency among the East Asian international students. This theme answered RQ2: What LLS (memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies) did content area high school teachers use for East Asian international students to attain English proficiency? English proficiency was not a result of prepared and planned content area teacher instruction of LLS.

Validity of This Qualitative Research Study

To validate the findings, I used several methods to ensure the accuracy and credibility of the results (Creswell, 2017). One way of validating research was to use a process of triangulation. In triangulation, I collected the data from eight international students and six teachers to show consistency among the sources (Yin, 2014). It was the corroboration of evidence from different participants and different sets of data (transcripts) that showed validity. Another method of showing validity was member checking. In the final stages of the study, it was agreed by my committee that I should give a copy of draft findings to some of the participants. Creswell (2017) referred to this as judging the accuracy and credibility of an interview account. All participants approved the drafts I gave them, and participants offered no suggestions. Member checking increased the validity of the study. Next, I used the method of peer reviewing by having another researcher read the study, provide critical feedback, and check for the logical development of themes, conclusions, and recommendations (Creswell, 2017). The peer reviewer had his MA. in Administration and had completed and read several research projects through his course of studies. This peer reviewer signed a Confidentiality Agreement before reading any part of the study. The peer reviewer offered suggestions in

wording concerning the flow of the paper, and he helped me to stay true to the original

conceptual framework. To address transferability, I used thick descriptions and

participant quotes, so the reader could make informed decisions about transferring the

findings to a specific context. I have also given my email address in the event any

researcher would want to replicate this study (see Appendix F). Finally, I analyzed and

reported any discrepant cases to enhance design validity (Creswell, 2017).

Limitations

A limitation of this research study was the small number of participants to

interview. However, providing a rich description of the context so that the reader might

transfer findings to similar settings while using appropriate quotations will hopefully

enhance transferability. While the sample size was significant, I focused on finding a

purposeful sample that fit the pre-established criteria. I wanted participants who could

give the most in-depth insight into the problem addressed in this study. Another

limitation might be the type of school these students are attending. American private

secondary schools have distinctly different programs and regulations than public

secondary schools. While international students may have a different education at a

private secondary school, the difficulty of ELLs learning academic English is a problem

for both private and public secondary high schools.

Conclusion

The results of this qualitative case study showed that East Asian international

students self-regulated using all six categories of LLS with the dominant category being

metacognitive strategies to help them become proficient in academic English. Interviews

with the content area teachers revealed that they were not purposefully and systematically

using LLS in their instruction to help increase academic English proficiency in East Asian international students. However, based on research by Oxford (2017) and Rubinstein-Avila and Lee (2014), teachers should play a dominant role in the education of the East Asian international students. Oxford has shown that there was a connection between a teacher who correctly instructs ELL students in LLS and an increase in English proficiency. Oxford (2017) also reported that ELLs who had effective instruction would progress in their abilities to self-regulate and would increase their goals of attaining academic English proficiency in language arts skills. The project for this qualitative case study needed to take all of these factors into account.

Section 3: The Project

Introduction

Using the data collected and analyzed from this study, I focused on providing a project that will address professional development for teachers, global education programs for students and educators, and creation of an international program mission statement and guidelines for the school. In this section, I will describe the project and provide a rationale for the project. I also will present a review of the literature, the plan for implementing and evaluating the project, and a discussion of how the project might lead to social change.

Description and Goals

From the data analysis, four patterns of behavior emerged after the interviews with the East Asian international students: (a) students were shaped by beginning experiences in America, (b) students used all six categories of the LLS not just one or two, (c) students had remained motivated by one common goal, and (d) students had strong ties to their homeland community of friends. One major theme emerged from the analysis of the data: East Asian international students were self-regulating LLS to become proficient in English language art skills. After interviewing the content area teachers, three patterns of behavior emerged from the analysis of the data:

1. None of the teachers had formal training in instructing ELL students.

2. Teachers taught LLS but were not purposeful in their instruction of LLS to international students.

3. The high school content area teachers did not believe that LLS instruction was their responsibility.

One dominant theme surfaced from the analysis of the data. East Asian international students' success with academic English proficiency was not a result of the purposeful and systematic planning of LLS by content area teachers.

As I looked at the choices of project genres, I decided on the policy recommendation paper because of its broader scope. The other styles focused on a singular issue such as professional development or a curriculum plan for one grade level. The project I designed will accomplish three goals: (a) help content area teachers learn how to use LLS to increase English proficiency (b) focus on the lack of cultural awareness at Western Prep, and (c) address the problem of a lack of an international mission statement.

In Section 1, I identified a problem involving East Asian international students at a private American high school. These international students were coming to the United States with the goal of graduating with an American high school diploma and then attending an American college or university. However, they did not have the academic English skills necessary to accomplish their goals. Only a few East Asian international students at Western Prep received a high school diploma and moved on to post-secondary education. After data analysis, I showed that the East Asian international students who succeeded in their goals used LLS through self-regulation. I also confirmed that content area teachers had not instructed the students in LLS.

Oxford (2011) argued that language-learning strategy instruction was essential to increase proficiency for ELL students. This form of instruction moved the students from a teacher's direct instruction to complete self-regulation. Oxford indicated that teacher

instruction could significantly reduce the amount of time it would take a student to achieve academic English proficiency.

I began with three goals that guided this project. My primary goal was to train content area teachers to instruct all ELL students in LLS. My next goal was to address the cultural inequity among the teachers and the students through a global education program at the school. The last goal of my project was to encourage the administration to form a clear mission statement and guidelines for the international program.

Rationale

Completing a policy paper means that I present recommendations to a professional audience that I expect to influence so that they will, hopefully, implement those recommendations because of my thorough research and precise data analysis. According to Costley, Elliott, and Gibbs (2017), policies are "both prescriptive and advocacy, drawn from the research and evolving into judgmental decisions than to be applied in specific situations" (p. 3). The recommendations came from the empirical evidence found in the qualitative case study. These recommendations should move the audience to action by convincing them that the proposals in the policy paper were worthy of their attention.

The policy recommendation paper of this qualitative case study allowed me to make three recommendations after analyzing the data in Section 2: (a) professional development and training, (b) new global education program, and (c) renewed international program mission statement and guidelines. The other genres did not meet the criteria necessary to address the recommendations made in the conclusion of Section 2. For example, a researcher only uses an evaluation report in an evaluation study. A

curriculum plan would have been complicated because my research covers multiple levels (9-12) and numerous disciplines. Professional development and training would not have allowed me to expand my recommendations into other programs. The policy recommendation paper was the best choice because it let me make a variety of suggestions that multiple stakeholders could follow.

Review of the Literature

I used EBSCOhost, Education Research Complete, ERIC, Google Scholar, and ProQuest Central to research critical topics for this policy recommendation paper. Saturation for the issue resulted from my search for peer-reviewed articles in education. I used the following key terms: *professional development, training, in-services, self-regulation, LLS, mainstream classroom, teachers, ELL, global education, global curriculum, mission statements, education,* and *program guidelines.*

Members of higher institutions should be the leaders in developing and making policy recommendations. Even though the policies are general, administrators will be able to use the recommendations to regulate actions and outcomes at various educational levels. Policy recommendations influence many stakeholders. Researchers should only write policy recommendations after thorough research and scholarly accountability has taken place.

A good policy recommendation paper starts with the background of the study (Collins, 2017). My qualitative case study showed that the participants, East Asian international students, were beginning to self-regulate LLS and had not received instruction from content area teachers. One key finding was that these successful learners used strategies from all six categories of Oxford's (1990) taxonomy. Erdogan (2017) also

found that ELL "high achievers" (p. 41) used all categories of the taxonomy. According to Erdogan (2017), self-regulation had a significant correlation with LLS. The successful students in this study were self-regulating their LLS. Ergen and Kanadli (2017) reported that self-regulation of LLS had a substantial effect on academic achievement. As a result, I recommended that through professional development teachers should increase student achievement in all content areas by learning how to implement LLS (Ergen & Kanadli, 2017).

Professional Development

Content Area Teachers

The study revealed that the six content area teachers had no formal ELL training even though they all taught international students in their classes. As Coady, Harper and DeJong (2016) noted, 88% of the teachers in their study had taught ELLs in the classroom but felt they lacked "basic foundational knowledge about ELL issues" (p. 340). In another study by Edwards (2014), only 17% of mainstream teachers felt they had the adequate skills necessary to instruct ELLs. Khong and Saito (2014) confirmed these findings and showed that 87% of 422 mainstreamed teachers in public schools across America had no training in ELL skills. Teachers in America were reporting "feelings of being ill-equipped to meet international students' needs" (Hattingh, Kettle, and Brownlee, 2017). The need for formal training in ELL methods is not just a problem in this study. It is a problem that reaches across America's educational system. Khong and Saito (2014) and Hattingh, Kettle, and Brownlee (2017) supported what is happening with the content area teachers at Western Prep. The content area teachers at this private

American high school believe they are inadequately prepared to address the international students' academic needs.

Content area teachers also felt they were using best practices in their classrooms that would translate to academic achievement for all students including international students. Researchers Pappamihiel and Lynn (2016) stated, "too many mainstream teachers feel that ELLs are adequately served through generalized best practices in teaching" (p. 5). However, teachers need specialized knowledge to instruct ELLs. As Coady et al. (2016) noted, well-prepared ELL teachers required specialized training to meet the challenges of the changing classroom. Oxford (2011) showed that LLS help international students and ELLs achieve proficiency in academic English language art skills. Ergen and Kanadli (2017) confirmed that self-regulated LLS had a significant correlation to academic achievement. Therefore, administrators should design professional development programs that train teachers how to instruct students in the use of LLS and then gradually remove the instruction until the ELL can self-regulate. Furthermore, Elfers and Stritikus (2014) concluded that school leadership was essential in helping educators provide ELLs with an education that is responsive to their learning needs. My policy recommendation paper addresses the issue of professional development for teachers as well as administrative support as the first recommendation.

Phillips (2014) reported that administrators spend 18 billion dollars on an average each year on professional development. Unfortunately, only 29% of teachers across America are satisfied with current professional development in their schools (Phillips, 2014). Teachers want professional development that meets the following criteria:

1. relevant to their personal lives,

2. delivered by someone who understands their experiences and has been in the classroom,

3. interactive with hands-on strategies,

4. sustained over a more extended period of a semester or year, and

5. treats teachers like professionals not like children (Phillips, 2014).

Bayar (2014) included these same components but added that teachers also realized when they created a professional development plan, they had to consider the needs of the entire school. Educational training planned for this project is sensitive to the needs of the educator who is a professional, life-long learner.

Administrators need to focus professional development on specialized training for this project. Rizzuto (2017) argued that authentic and sustained professional development that focused on ELL training had a significant effect on ELL student achievement. Educators who spend time learning are more efficient overall and develop higher-order thinking skills necessary to help them teach "culturally and linguistically diverse students" (Rizzuto, 2017, p. 197). Furthermore, Vrettou (2015) emphasized that years of research in ELL training in LLS instruction show that it yields significant gains in content knowledge and skills as well as English proficiency. Training in LLS skills helped English proficiency but also showed transfer to other content area skills (Vrettou, 2015). Seker (2016) made a significant correlation between instruction in self-regulation of LLS and English proficiency. Seker asserted that professional development that helped teachers instruct ELL students to become self-regulated, autonomous learners would sustain lifelong learning as well as improve student achievement. Combining the research

of Rizzuto (2017), Vrettou (2015), and Seker (2016), I had justification for a project

recommendation of professional development that was specialized to include training in

LLS and self-regulation.

However, successful professional development has several characteristics that

make it practical and linked it to student achievement. In their seminal work, Darling-

Hammond and McLaughlin (1995) revealed the following key findings. Teachers need

the following opportunities:

- Share their knowledge

- Discuss the topics they need to learn

- Connect new learning to classroom practice

- Blocks of time for collaboration with colleagues

- Sustained and on-going training

- Support through modeling and coaching

- Hands-on, active learning

- Time for reflection and evaluation

Two other key findings were that professional development should have new

teachers work with experienced teachers and teachers should maintain a dual role of

colleague and learner (Darling-Hammond & McLaughlin, 1995). Stewart (2014) argued

that the crucial factor in professional development was collaboration. Through

collaboration, peers better accept professional development, and it also becomes active

learning instead of passive learning. Stewart proposed that professional development

occur in professional learning communities (PLC) that follow these principles for the

group: equality, choice, voice, reflection, praxis, and reciprocity. Darling-Hammond (2015) supported Stewart and brought in an international perspective by emphasizing the importance of collaboration and teachers working with their peers. Darling-Hammond even suggested redesigning the school day or week "to create time for collaboration" (p. 4). Guidelines that mirror the characteristics of effective professional development given in this section were the focus of the first recommendation in my project.

Global Education Program

Content Area Teachers

The content area teachers in the qualitative case study also struggled to believe that teaching ELL students to read was their responsibility. Teacher A commented that the high school level administrators had not assigned teachers to instruct in reading skills. Administrators had hired them to teach literature and topics like "plot, characterization, setting, and symbolism" (Teacher A). Other teachers felt they did not have the time to teach LLS and the curriculum to all the students (Teachers C, D, F).

In a study of secondary educators in Australia, Hattingh, Kettle, and Brownlee (2017) reported teachers commenting that they had to "put up with" (p. 52) international students in the classroom because they did not know how to instruct them. Khong and Saito (2014) concurred that teachers reported there was insufficient time to educate ELLs in their language arts skills and still teach the curriculum to the other students. According to Mansilla and Jackson (2017), an administrator would find these attitudes in a school that lacks global competence or an appreciation of and ability to learn and work with people who come from diverse cultural backgrounds. Mansilla and Jackson argued that

educators find this attitude in schools where there is a lack of sensitivity to the people from diverse cultures among the staff.

International Students

The content area teachers also reported that the international students separated themselves from the American students in the lunchroom, hallways, and classrooms. Teacher C said, "Internationals don't mix well with American students. I do not force them to sit in a seating chart. The international students and American students always choose to separate themselves from each other." The East Asian international students also spoke of segregation in their interviews. They spoke of studying, going out to the movies, and feeling comfortable only with friends from their homeland. Based on the ideas shared by the content area teachers and the separation practices of the students, I determined that the school was experiencing a lack of cultural understanding among the teacher and students and had no global citizenship education. My project addressed this in the second recommendation.

Because of cultural inequity and a lack of cultural awareness by participants in this study, my second recommendation was that the school should begin a global education program. This type of education produces citizens able to understand multiple cultures and traditions, proficient in intercultural skills such as communication, and ready to express a worldview while listening and dialoguing with people who have a different belief system (Mansilla & Jackson, 2017; Andreotti, 2014). According to Mansilla and Jackson (2017), Global education produces people who work hard together to help each other succeed. The United Nations Education Scientific and Cultural Organization (UNESCO) defines global education by dividing it into three parts:

1. Cognitive: To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interdependency and interconnectedness of different countries and populations.

2. Socio-emotional: To have a sense of belonging to common humanity, sharing values and responsibilities, empathy, solidarity, and respect for differences and diversity.

3. Behavioral: To act efficiently and responsible at local, national, and global levels for a more peaceful and sustainable world (as quoted in Engel, Fundalinski, and Cannon, 2016, p. 26).

Shulsky, Baker, Chvala, and Willis (2017) had a different idea of global education focusing on content skills as well as affective skills. Global education goes beyond cognitive, socio-emotional, and behavioral to include literacies such as "critical, civic, collaborative, creative, cultural, digital, environmental, financial, and geographical" (Shulsky et al., 2017, p. 52). According to Shulsky, et al. (2017), global education curriculum should begin by defining globalization as the "interdependence and connectedness of the human condition" (p.49). It is also interesting to note that Soria and Troisi (2014) pointed out that on-campus global education programs and activities increased students' global competencies at a faster rate than student's studying abroad. The fundamental ideas of respect, empathy, sharing values, solidarity found in these studies are all components this project included in its second recommendation to the administration to begin a global education program.

International Student Program

Institutional Level

At an institutional level, I found no international program mission statement or guidelines existed. I asked the content area teachers if they had ever heard of a mission statement for the international program or guidelines that the program followed. Every teacher answered that they had not seen or heard of any mission statement or guidelines. Engel, Fundalinski, and Cannon (2016) studied four of the top schools in the nation known for their global citizenship education programs and diverse student body populations: District of Columbia Public Schools, Boston Public Schools, Chicago Public Schools, and Seattle Public Schools. Each school had clear mission statements and guidelines that drove their programs. Leadership plays a critical role when a school needs to adopt a new program. The international coordinator at the school where I conducted my study will be essential in helping to build an international mission statement and guidelines because of his role with the international students. My project made this my third and last recommendation.

Although the international program at my study's site had been in existence for over 15 years, none of the participants or administrators I was in contact with could produce a mission statement or guidelines for the program. Kosmutzky and Krucken (2015) argued that mission statements at schools share similar and distinctive characteristics. Schools can use mission statements to show the uniqueness of an organization and create the programs public image (Kosmutzky and Krucken, 2015). Mission statements have become an integral part of a school's identity. It can be the vehicle through which the school articulates its goals, objectives, and ideas for growth.

Ekpe, Ench, and Inyang (2015) contended that an effective "mission statement gives an organization a focus and a strategy for the future. They provide a sense of direction and purpose" (p. 139). Mission statements are also ways that organizations communicate their ideas to the stakeholders. For this reason, I recommended through this project that the school write a clear mission statement along with guidelines for the international students' program.

Summary of the Literature Review

This literature review began with a review of the databases and critical terms used to create this section. I included a paragraph to discuss the importance of a policy recommendation paper. The actual discussion began with the background of the study examining the problems that the research study revealed. Next, in this section, I discussed the literature interrelated to the recommendations for this project including professional development, global education program, and new international program guidelines. Each section showed how the literature worked with the project.

Project Description

Following a peer-reviewed study, I created a research-based policy paper to provide recommendations to an audience that focused on issues that I identified through the research. Three recommendations guided this project: professional development for content area teachers, a global education program for teachers and students, and mission statement and guidelines for the international program. The timeline of the project was an essential aspect of this policy paper.

My first step will be to contact Western Prep, the school where I conducted the study, and arrange a meeting between the principal, international coordinator, and myself.

At the meeting, I will begin by defining key terms: LLS, self-regulation, and global competence. I will then give the attendees copies of the policy recommendation paper. My discussion will include all points of the project: background, analysis of findings, evidence from literature and research, policy recommendations, and project evaluation plan. After I make my presentation, I will allow time for questions and answers.

Policy Recommendation One

In the project, recommendation one requires the administration, the principal, and his staff, to provide professional development that meets the criteria listed in the literature review. One component of effective professional development is the provision of an expert in the field to give the content for the training. This condition requires the administration to research and find an expert in teaching ELL who also knows self-regulation of LLS techniques. Three universities are within five miles of the school, so I recommend that the administration contact the education departments of those universities during the Spring 2018 to look for experts in the field. This research is cost efficient because the experts are local.

Additionally, the administration needs to form professional learning communities (PLC) among the staff to sustain the professional development throughout the year. The administration should accomplish this over the summer of 2018. I recommend that the administration works with the superintendents' office to create several delayed start school days to provide time for the PLCs to work together. The principal should obtain the delayed starts as soon as he receives and approves the policy recommendation paper.

The administration will plan professional development days for the beginning of 2018-2019 school year based on the availability and expectations of the expert from the

university. The expert should begin and guide professional development, but it should continue throughout the school year through PLCs. I will work with the administration of the school to form the PLCs and continue professional development throughout the year acting as an administrative and educational coach to help guide the principal through this process.

Policy Recommendation Two

The second policy recommendation asks the administration to address the issue of cultural inequity and a lack of global competence among the teachers and students by beginning a global education program in the high school. This program requires the principal to ask department heads to take the lead in starting a global education curriculum at the school. When I interviewed the department heads, they asked for something that would help the school with this problem. My recommendation is for the department heads to research and use Asia Society's free start-up materials online at https://asiasociety.org (Asia Society, 2017). Asia Society is a leader in global education with free resources and lesson plans for teachers and administrators. Asia Society (2017) has a vision statement that reads, "Our vision is that in an interconnected global era, all youth from all countries and cultures will have the capacity to create, participate in, and benefit from a peaceful and prosperous world" (Asia Society, 2017, para 3). Working to combat indifference, cultural inequity, and global incompetence takes a bold step and bold program. The global education program recommended by this project accomplishes those requirements. The staff researching this curriculum should work on it through the 2018-2019 school year with a plan to implement the curriculum in the 2019-2020 school year. I recommend that the staff working on the global education program share their

process with teachers at staff meetings during the 2018-2019 school year to gain the support of the entire community.

Policy Recommendation Three

The third recommendation in this project is for the principal and the international coordinator to clarify and authenticate the purpose of the international program for all stakeholders by creating a clear mission statement. The literature review shows the importance of a strong mission statement and how it gives a program direction and identity. I recommend that the principal and international coordinator form a voluntary committee to work on creating a mission statement and guidelines for the international program beginning in the Spring of 2018. The focus of the mission statement should emphasize global competence and cultural equity and awareness. I recommend that the team begin by researching the United Nations Educational Science and Cultural Organization (UNESCO) online at https://en.unesco. org/themes/education-21st-century. At this site, the committee can print the "Education for the 21st Century" manual (UNESCO, 2017). This manual will be an excellent starting point for creating a mission statement and guidelines for a renewed international program. Committee members should meet monthly until they complete the mission statement and guidelines. They should report the work done in their meetings to their PLC to increase community support. After receiving the approval of the administration, the new mission statement and guidelines should be in place by January 2019.

Potential Resources and Existing Supports

The school in this study has substantial resources and systems of support. The principal recognizes that there are problems with the international program. In the

standardized assessments given periodically throughout the year, he sees the struggle that international students have with English proficiency. He also witnesses the separation of cultures as he walks the hallways, lunchroom, and classrooms. He has voiced his enthusiasm to look at recommendations to bring about a solution to these issues. Another potential resource is the international coordinator who was a discrepant case in the methods section. His love for international students is evident from his statements, body language, and demeanor. He is an excellent person to help work on reviving an international program that has lost its focus and purpose. He cares about the international program and its success, so I believe working on a mission statement and guidelines will be something to which he is committed. Also, four universities with teacher education programs are located near the school. The administration could contact them for expert speakers to help with professional development. Finally, the Internet is a great resource for professional development. The Asia Society website will provide professional development for their global education program for a reasonable fee. These potential resources help support this program at its foundation.

Potential Barriers

The number one barrier will be the teachers, themselves. Leaders in charge of implementing the programs need to be careful to work with the staff and get their approval from the beginning. If they do not, teachers will not be receptive to implementing another program. As a solution to this barrier, the leaders will need to focus on the benefits and need for the innovative programs. The administration should share information with all stakeholders. Teachers might also be resistant to changing teaching methods when they are accustomed and comfortable with the way they already

teach. The administration will need to have a conversation with the expert from the university giving the professional development so that the expert is prepared to address any adverse attitudes.

Proposal for Implementation and Timetable

I will give the policy recommendation paper to the appropriate parties once Walden University approves my doctoral dissertation. I made three recommendations in the policy paper. The first recommendation requires the principal to adjust the budget to prepare money for professional development. The first proposal also takes time for the administration to do the appropriate research and find the best expert to present the professional development. The implementation will occur Spring of 2018. At this time, the principal will also work with the superintendent to approve delayed starts for the high school.

The administration will form the PLC over the Summer of 2018. Presentation of the professional development should occur during the time the school has set aside at the beginning of August 2018; however, following the criteria of effective professional development, it should continue throughout the year through the PLCs.

For the second recommendation, the principal will meet with the department heads to ask them to take the lead in beginning a global education program at the school. The research will occur during the 2018-2019 school year. The global education curriculum should be ready at the beginning of the 2019-2020 school year. Department heads will meet regularly throughout the year with PLCs and participate in staff meetings to give updates and keep teachers informed of findings.

After the principal and international coordinator form a voluntary committee during the Spring of 2018, project recommendation three will begin. The committee will start by researching a multitude of mission statements from a variety of schools as well as UNESCO's website. From this collected data, the team will draft a mission statement and give it to the principal for his approval. Following approval of the mission statement, the group should write guidelines for the international program. Developing the guidelines should occur during the beginning of the 2018-2019 school year, and the new mission statement and guidelines should be ready to present to the staff by January of 2019.

Roles and Responsibilities of Administrators and Others

I am responsible for writing the policy recommendation paper, delivering it to the principal at Western Prep, and providing any support that the school needs. My role will be crucial in helping with professional development and continuation of PLCs throughout the school year. The principal has the responsibility of thoroughly reviewing the recommendations of the project and providing the necessary budget to offset the costs of the project. The principal will research the surrounding universities to find an expert professor to provide professional development to the staff. The principal will act as a liaison to the superintendent to gain permission for delayed start days and budget approvals. Other responsibilities for the principal include holding the department heads and the international coordinator accountable for their responsibilities. The department heads will work with the principal to research and plan for the introduction of a global education program at the high school. The international coordinator will lead the voluntary committee responsible for writing the mission statement and guidelines for the

renewal of the international program. Teachers will volunteer to serve on the committee to help draft a new mission statement for the renewed international program.

Project Evaluation

The administration will evaluate this project in multiple ways. The principal will use a survey given to the teachers to assess professional development and PLCs at the end of the year in 2019 (see Appendices F and G). The administration will determine the success of the professional development by providing the international students an English proficiency exam at the beginning of the 2018-2019 school year (Appendix H). The teachers will then provide a similar assessment at the end of the same school year (Appendix I). The teachers will compare the scores to the English reading proficiency exam that they gave the international students at the end of the 2017-2018 school year. Student achievement results from the three assessments will help the administration measure how well the professional development is working. At that point, the administration can reassess and redesign professional development looking at the international student data and teacher surveys. After evaluation, administrators will create a new plan to move forward.

The global education program comes with outcomes, assessments, surveys, and evaluations that the school can use to evaluate the success of the program. Educators will use these curriculum materials each year to measure the success of the global education program. The evaluation for writing the mission statement will be goals-based. During the committees' first meeting, the principle will attend and help the committee write goals to have the mission statement and guidelines done by January 2019. Completion of

those goals will measure the success of the committee's work. The principal will monitor the committee's work.

Implications Including Social Change

Local Community

Based on data analysis, I made three policy recommendations to address the problems revealed in the methods section. The issues were affecting a local population of international students who struggled with academic English proficiency. Issues also affected a population of content area teachers who did not know how to help those students because the educators lacked formal training. The school suffered because of a lack of cultural understanding and global competence as seen by the comments made by both populations. However, this policy recommendation paper provided a solution to address these problems and bring about social change by bringing cultures together through education.

Far-Reaching

Just as I was trying to make social changes within the school in the study, this project has the potential of making social changes on a far-reaching platform for ELL students. These students enter high school each year unprepared because of poor secondary academic English skills. Based on the research presented in this study, 87% of teachers in America are untrained in working with ELL students (Rubinstein-Avila & Lee, 2014). Since there was a correlation between teacher professional development and ELLs' success in English proficiency (Rizzuto, 2017), this project is significant on a larger scale. The best social change is meant to bring about improvement in the lives of the underrepresented. This project accomplishes that task by providing effective

professional development for ELL instruction, promoting global education, and declaring

the importance of a mission statement for the international program of a high school.

Conclusion

I had three goals that guided this project: (1) train content area teachers to instruct

all ELL students in LLS, (2) address a lack of cultural awareness and segregation through

a global education program, and (3) encourage the international coordinator to form a

mission statement and guidelines for the international program. The policy paper project

made three recommendations to address these goals: (a) provide effective professional

development, (b) add a global education program, and (c) write a mission statement and

guidelines rejuvenating the international program. The programs in this study were

research-based as seen in the literature review. I also gave a project description, project

evaluation, and implications including social change. The last section of this dissertation

will consist of reflections and conclusions about the entire project and the qualitative case

study.

Section 4: Reflections and Conclusions

Introduction

At a private American high school, 15-20 new international students each year come to ninth or tenth grade with the dream of obtaining a high school diploma then attending an American college or university. However, even though the students come to the school with high IELTS exam scores, most are unable to pass an American English proficiency test given at the beginning of school. Nonetheless, a small number of international students (six-eight) will stay 4 years at the school and eventually reach their goal of graduating with an American diploma and going to an American university. From the data analysis in this study, these successful international students self-regulated LLS to become proficient in academic English without instruction from content area teachers. My analysis of the data also uncovered additional findings. Both the international students and teachers struggled with cultural awareness and global competence. Because of the lack of cultural awareness, I asked the teachers a further probing question about the international program. I discovered that they were not aware of any written guidelines or mission statement for the international program.

Project Strengths

To solve the problems uncovered during the data analysis, I chose a policy recommendation paper as the genre for my project. I believed that a strength of this type of project was that it allowed me to undertake three different problems each with a different focus. The principal's support to improve the international program at his school was another area of strength. These strengths helped me to develop a well-rounded plan that would address issues that would help the entire international program.

I built the professional development on the best practices in the field. Ergen and Kanadli (2017) reported that teaching LLS and self-regulation to ELLs increased their academic achievement. Professional development allowed teachers to gain the knowledge they needed to help international students succeed. According to Rizzuto (2017), professional development that would help teachers in the classroom needed to be authentic and sustained over time. If the professional development focused on LLS, it would significantly help the teachers to meet the challenges they faced in the classroom. The list of criteria that I asked the principal to follow was a strength that would prepare educators to teach self-regulation of LLS to ELLs in the classroom. PLC are a useful tool for gaining teacher "buy-in." Stewart (2014) and Darling-Hammond (2015) argued that professional development that occurred in PLCs increased sustained learning among educators. In this project, the professional development organized through PLCs will help to train the content area teachers the skills they need to be successful in a classroom with international students.

Another strength is the global education curriculum that the school will adopt through the Asia Society website. This program is free and includes lesson plans, evaluations, and surveys (Asia Society, 2017). Troisi (2014) contended that global education programs achieve an increase in a school's cultural awareness even faster than students who study abroad. UNESCO described global education as the ability to think critically, share values, respect differences, and act responsibly toward another culture (Engel, Fundalinski, and Cannon, 2016). Through the Asia Society program, the teachers, students, staff, and administration will gain global competence and become 21st-century learners (Asia Society, 2017).

The final strength of my project is the formation of a committee to write a mission statement and guidelines to renew the international program. None of the participants in this qualitative case study could explain the purpose of the international program and why the school began the program. Ekpe, Ench, and Inyang (2015) stated that a good mission statement would give a school focus and strategies to use in the future. According to Kosmutzky and Krucken (2015), a school's mission statement could also help to create its public image. Clarification of the mission of the school in this study will give stakeholders an understanding of the intent and focus of the international program.

Recommendations for Remediation of Limitations

The project has the limitation of costing more than the school can afford. Expert professors, copies of curriculum, additional resources all require budget approval. I have no control over the amount of money the administration is willing to put into the improvement of the international program. Another limitation will be if the administration decides to modify the plan and not allow the delayed start days or yearlong professional development plan. These restrictions could be detrimental to the success of the entire project. My only recourse is to try and help the administration understand the importance of the plan. I should also be ready to present the policy recommendations to the superintendent if asked to do so.

Recommendations for Alternative Approaches

There are alternative approaches if the administration does not choose to follow my recommendations. One alternative approach would be to have the international students hire tutors and take the responsibility of instructing these students in language arts skills away from the teachers. Unfortunately, there have been no studies to suggest

how long it would take for international students to become proficient in academic English under these conditions. Also, this would be an expensive alternative that many of the students might not be able to afford. Another alternative approach would be to only do part of the suggested recommendations from the policy paper. If the administration chose to complete professional development but nothing else, students would remain segregated with no intercultural experience. The international program would also suffer from a lack of direction and vision. If the administration did one of the other options, the problems would remain in the other areas.

The final alternative approach is to do nothing. If the school did nothing, some of the international students will self-regulate LLS and go to the American colleges and universities of their choice. However, there will also be several international students who reach their senior year, but do not become proficient in academic English and are not able to graduate from an American high school. Their voices will be unheard.

Scholarship

The process I went through with this project gave me the opportunity to learn research skills, scholarly writing, and self-discipline. The project has been rigorous and demanding, and it has taken my work to a new level. I can attach words like intellectual and scholarly to my work. It was a result of the research process and development of the project that brought me to a place that I am no longer just a student. I can call myself a scholar.

Project Development and Evaluation

Development of the project allowed me to work through a step-by-step process to make policy recommendations that would help many teachers, educate a student body,

and build a stronger international program. I was able to watch a project go from data analysis to a policy paper with recommendations. I researched all the sections of the project that fellow scholars' findings supported. The project made me feel that I was becoming a leading voice in a small area of education.

Leadership and Change

My doctoral journey has taught me so much about servant leadership. I have watched the patience and kindness of my professors who have modeled what it meant to be a leader. I have learned to hold my head high even in the face of rejection. It has helped me to be bolder, which I believe is a necessity for a leader at this level. I have also learned humility. I hope to take what I have learned and use it to inform policy and make changes in education that will help those who have not had a voice. I believe I am prepared to understand the fundamental requirements of the research process, which will help me to accomplish my goal of being responsive to the voices of the under-represented.

Analysis of Self as Scholar and Practitioner

A student does not become a scholar by attending classes and reading books. A scholar is formed from rigorous instruction, research-based studies, facing failure, and discipline of mind to keep going when you want to quit. After students have gone through this process, they can say they are scholars. Four years ago, I began a research study to help some international students who were struggling with English proficiency. At that point, I was a student. Today, I find myself transforming into something new. I am now comfortable calling myself a scholar-practitioner. This process has formed my thoughts,

shaped my ideas, and honed my skills. I hope that after Walden University approves this dissertation, I will comfortably call myself "Dr. Young."

Analysis of Self as Project Developer

To analyze myself as a project developer, I need to reflect on my roles in this process: researcher, author, scholar-practitioner, analyst, and policy writer. As I developed my policy recommendation paper, I studied the data analysis, formulated recommendations, conducted a literature review, and wrote my project. My research-based recommendations are measurable, actionable, and effectual. My final evaluation will come when I present the project to the school and see how they assess me.

Reflection on the Importance of the Work

This study started out as a simple problem of English proficiency in a private high school. However, the importance of this work has taken on a new dimension because I have come to learn that it involves a larger audience than international students at a local high school. The world is changing, and America's classrooms are becoming increasingly diverse. With this diversity, the problem of English proficiency causes administrators to be concerned about their standardized assessments. Teachers across America are worried because they lack the training needed to instruct the ELLs in the classroom. My project addresses the problems that come with diversity at a local level but draws attention to the more significant issue nationally. Classrooms will continue to receive diverse people from various cultures. This study helps bring attention to this issue, and the project offers workable solutions. I have learned that a study can start with the goal of helping a few international students at a local high school, but it can metamorphose into a meaningful conversation that involves all ELLs throughout the nation bringing about social change.

Implications, Applications, and Directions for Future Research

Several things surprised me in this study. All the early research suggested that the successful ELL students would use metacognitive and cognitive strategies alone. However, the East Asian international students used all six categories of the strategies depending on the task. I was surprised when I found out that these students had to self-regulate the LLS without the help of teachers trained in ELL instructional methods. The students also surprised me when they said they did not want to mix with the Americans. I thought this was the purpose of their trip. However, the true purpose was to gain an American high school diploma and go to an American college or university. Because of the project recommendations, I believe that positive social change will occur in this private American high school. The implications are if administrators train teachers in ELL instruction and students and staff members become globally competent through education, the two groups will work together to improve the school and work for student success no matter what the cultural background of a student is. Another implication is that an international program with a new focus and guidance from a clear mission statement will guide the school stakeholders towards the purpose of the international program and positive social change will occur throughout the school. The future implications of this study go beyond the East Asian international students. This study may open the dialogue at other schools that have international students and ELLs and show them a roadmap of where to begin to make positive social changes.

It also surprised me that none of the content area teachers had any training in ELL instruction. I was concerned about their attitude toward the international students. The teachers saw the segregation between students and were complacent with it because

everyone seemed happy. The teachers had given up because they had done things that way for a long time and there was no hope of anything changing. As the administrators apply the recommendations, it encourages me to believe that my project will address each of these problems and positive social change will occur for the students at the private American high school. However, as others read the study and conversations begin, it opens the issues presented here to a national audience where social change can happen for those who have struggled with English proficiency.

Future research should focus on all international students, not just the successful students. It would be interesting to go back to the school and conduct the SILLS Inventory with all the junior and senior international students. Other research should follow the international students to college to see how successful they are at the post-secondary level. It was beyond the scope of this study, but it would also be interesting to pursue research on the social "communities of practice" used by East Asian international students and how they contributed to the increase of English proficiency in language arts skills. Researchers need to study international students in American secondary and post-secondary classrooms. It would be informative to follow all international students, not just the ones who were successful, and see what LLS they used or did not use and if they are self-regulating. Another study could follow the students into post-secondary school and focus on the LLS used at the next level. Research on the "communities of practice" used by the international students could give us new insight into the importance of ties with homeland communities and their link to English proficiency.

Any of these research projects would bring additional knowledge to the field of study on international and ELL students. The education field has limited research on

international students in private American high schools. I think this is an area that is wide open for many research topics. Because of a lack of research in this field, it is ready for researchers to bring new insight and knowledge to this topic in education. It is ready for someone to give voice to the under-represented.

Conclusion

I provided a background of the study and the project to begin Section 4. I listed project strengths including the policy recommendation paper itself, professional development with PLC, global education program called Asia Society, and a committee to write a mission statement and guidelines for the international program. I considered costs as the primary limitation. The next few sections were short but informative: scholarship, project development, leadership, analysis of self as a scholar, analysis of self as project developer, and project's potential impact on social change. I discussed surprises that I found in this study and concluded the section with suggestions for future research.

The future impact of this research goes beyond the East Asian international students of this study. Teachers in classrooms across America meet challenges each day from the problems that come with schools receiving diverse people from various cultural groups. English proficiency was just one of the issues that administrators would have to deal with if ELL students were to succeed in secondary and post-secondary schools. Because of Oxford (2017) and Rubinstein-Avila and Lee's (2014) research, changes need to begin with preservice teacher education for both elementary and secondary schools where professors need to adopt new instructional methods for teaching ELL students.

Based on this study, educators need to learn how to instruct ELL students in the use of LLS in the process of self-regulation through metacognitive strategies.

Also, teachers can no longer be complacent about the cultural changes happening in the 21st-century classroom. Future classrooms may include more international students as laws and attitudes change allowing more visas and a growing worldview. Where you find diverse worldviews, you will also find resilient communities who may disagree with each other. Global education will be a necessary tool to bridge the gap between these diverse cultures in a classroom. This research study brings attention to this issue and provides a solution through professional development, global education, and revived international program.

The profound impact this study has made in my life is immeasurable. I am confident that I am a better teacher, scholar-practitioner, and person because of the work I have completed in this study. Hopefully, I am more compassionate with students, teachers, parents, and administrators. I want to be that servant leader that my professors modeled for me. I do not want to be quiet. I want to give voice to those inadequately represented and help bring social change into the lives of the minority.

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Appendix A: Policy Recommendation Paper

Helping Others See the World Through the Eyes of an International

by

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March 2018

Introduction

Over 1,078,822 international students came to America in 2017. Forty-nine of those international students attend Western Prep. International students who go to secondary schools in America believe it is a pathway to eventual acceptance into one of America's colleges or universities (Farrugia, 2014).

Most private and public secondary schools need a pre-determined score on an English skill exam before entering the American high school. However, these tests can be inaccurate in showing a real level of academic knowledge about English language arts skills (Sawir, Marginson, Forbes-Mewett, Nyland, & Ramia, 2012). Hattingh (2016) discovered that international students were passing English-based tests such as the IELTS (International English Language Testing System) to gain entrance into American secondary schools. These tests only measured conversational English, but it did not academic English (Cummins, 1999). In a seminal work, Cummins (1999) argued that students who wanted to succeed at a secondary or post-secondary level needed to achieve academic English that prepared the students for taking notes during lectures, writing essays, and reading content area textbooks. Cummins showed that it would take an ELL student a minimum of five years up to a lifetime to learn academic language arts skills.

The international students at Western Prep came to America with low proficiency scores (see Table 1).

Table 2A

Reading Comprehension Levels of Every American and East Asian International Student
Who Entered Western Prep as Ninth Grade Students in 2012-2013

English Reading Comprehension By Grade Level	9th Grade American Students at Western Prep	9th Grade Int'l. Students Who Came to Western Prep
0.0 – 3.0	0%	22%
3.1 – 6.9	9%	56%
7.0 – 8.9	13%	22%
9.0 – 12.0 (high school reading level)	78%	0%

Twenty-two percent of the international students entering Western Prep in 2013-2014 scored below a ninth-grade reading level. Seventy-eight percent of the international students that came into the ninth grade in 2013-2014 scored below the seventh-grade reading level. These are the students who were the senior international students in 2016-2017 in my research study.

The purpose of my research study was to determine what language-learning strategies (LLS) educators at Western Prep had used to support the East Asian international students, and which LLS these students self-regulated to succeed and move on to education at American colleges and universities. In this study, "successful" East Asian international students were those who received a required passing score on the American College Test or the Stanford Achievement Test (the minimum passing English score is 18 on the ACT, and the lowest passing Reading/Writing score is 480 on the SAT) (College Board, 2017). I interviewed eight senior East Asian international students who

reached the age of majority and successfully passed a college preparatory exam. I also interviewed six content area teachers who had all of the international students in their classes at Western Prep. This study's purpose was to find which LLS educators had used to support these students, and which LLS the international students self-regulated to show proficiency in English language arts skills.

Summary and Analysis of Findings

From the data analysis, four patterns of behavior emerged after the interviews with the East Asian international students: (1) beginning experiences that led to self-regulation of LLS, (2) using all six categories of the LLS, (3) remaining motivated by one common goal of attending an American college or university, and (4) strengthening ties to their homeland community of friends. One major theme emerged from the analysis of the students. East Asian international students are self-regulating LLS to become proficient in English language art skills. After interviewing the content area teachers, three patterns of behavior emerged from the analysis of the data: (1) none of the teachers had formal training in instructing ELL students, (2) teachers believed they taught LLS but were not purposeful in teaching LLS to international students, and (3) the belief that LLS instruction was not the responsibility of the high school content area teachers. One dominant theme surfaced from the analysis of the data. Academic English proficiency found in the East Asian international students was not a result of the purposeful and systematic planning of LLS by content area teachers.

Therefore, I had three goals that guided this policy paper. The project I designed trained content area teachers how to instruct ELLs in using LLS to increase academic English proficiency. I also planned this project to focus on the lack of cultural awareness

among the teachers and students. The final problem this project discussed was the lack of a mission statement or guidelines for the international program that had resulted in a lack of purpose for the program.

<div align="center">**Literature Review for Policy Paper**</div>

Language-Learning Strategies

In her first seminal work, Oxford (1990) argued LLS (LLS) were operations that the learner used to help retrieve and apply information. Oxford (1990) also wrote that LLS were specific actions students used to make learning more accessible and manageable. Oxford (2017) not only defined LLS, but she also categorized her idea of LLS.

Oxford (1990) created a taxonomy of LLS divided into six categories: "memory, cognitive, compensation, metacognitive, affective, and social strategies" (p. 15). During data analysis, I sorted information into these categories to find patterns of behavior and themes in the data. Oxford (2011) also argued that a learner begins self-regulating using the LLS from the beginning of learning a second language. Self-regulated learning involved setting goals for learning, storing, and retrieving information for later use, and motivating oneself. Students naturally began to teach themselves through simple LLS such as repeating words and self-correcting. As their learning progressed, the student's complexity of LLS increased. Oxford (2011) also proposed that self-regulated learners purposefully used LLS to manage their education.

My qualitative case study resulted in showing that the participants, East Asian international students, were self-regulating LLS and used strategies from all six categories of Oxford's (1990) taxonomy. Erdogan (2017) also found that ELL "high

achievers" (p. 41) used all categories of the taxonomy. According to Erdogan (2017), self-regulation had a significant correlation with LLS. The successful students in this study were self-regulating their LLS. Ergen and Kanadli (2017) reported that self-regulation of LLS had a substantial effect on academic achievement.

Oxford (2011) showed that there was a relationship between LLS and English proficiency; however, she argued many ELL students still need explicit strategy instruction. Not everyone was able to use the LLS effectively (Oxford, 1990). Oxford (2011) explained that LLS instruction was essential to increase academic English proficiency for all students. Through professional development, teachers increased student achievement in all content areas by learning how to instruct LLS (Ergen & Kanadli, 2017). This form of instruction moved the students from a teacher's direct instruction to complete self-regulation. Oxford indicated that teacher instruction could significantly reduce the amount of time it would take a student to achieve academic English proficiency.

Professional Development

My study revealed that the six content area teachers had no formal ELL training even though they all taught international students in their classes. As Coady, Harper and DeJong (2016) have noted, 88% of the teachers in America have taught ELL in the classroom but felt they lacked "basic foundational knowledge about ELL issues" (p. 340). In another study by Edwards (2014), only 17% of mainstream teachers felt they had the adequate skills necessary to instruct ELLs. Khong and Saito (2014) confirmed these findings and showed that 87% of 422 mainstreamed teachers in America had no training in ELL skills. Teachers in America were reporting "feelings of being ill-equipped to meet

international students' needs" (Hattingh, Kettle, and Brownlee, 2017). These studies supported what was happening with the content area teachers at Western Prep when they said that they were inadequately prepared to address the international students' academic needs.

Content area teachers also believed they were using best practices in their classrooms that would translate to academic achievement for all students including international students. Researchers Pappamihiel and Lynn (2016) confirmed in their study stating, "too many mainstream teachers feel that ELLs are adequately served through generalized best practices in teaching" (p. 5). However, teachers needed specialized knowledge to instruct ELLs. As Coady, Harper, and De Jong (2016) noted, well-prepared ELL teachers required specialized training to meet the challenges of the changing classroom. Ergen and Kanadli (2017) confirmed that self-regulated LLS had a significant correlation to academic achievement. Therefore, the administration needed to design professional development programs that trained teachers how to instruct students in the use of LLS and then in instruction until they can self-regulate.

Administrators needed to focus professional development around specialized training for this project. Rizzuto (2017) argued that authentic and sustained professional development that focused on ELL training had a significant effect on ELL student achievement. Training in LLS skills helped English proficiency but also showed transfer to other content area skills (Vrettou, 2015). Seker (2016) went further to make a significant correlation between instruction in self-regulation of LLS and English proficiency. Seker asserted that professional development that helped teachers instruct

ELL students to become self-regulated, autonomous learners would sustain lifelong learning as well as improve student achievement.

Phillips (2014) reported that teachers want professional development that meets the following criteria: (1) related to their personal lives, (2) delivered by someone who understood their experiences, (3) engaged, interactive activities with hands-on strategies, (4) sustained over extended period of time, and (5) treated teachers like professionals not like children. Bayar (2014) found the same components in his research and added that teachers also realized professional development had to take into consideration the needs of the entire school.

However, successful professional development had several characteristics that made it practical and linked it to student achievement. In their seminal work, Darling-Hammond and McLaughlin (1995) revealed the following key findings. Teachers needed the opportunity to do the following:

- Share their knowledge

- Discuss the topics they need to learn

- Connect new learning to classroom practice

- Have blocks of time for collaboration with colleagues

- Receive sustained and on-going training

- Receive support through modeling and coaching

- Create hands-on, active learning

- Have time for reflection and evaluation

Two other key findings were (a) that professional development should have new teachers work with experienced teachers and (b) that teachers should maintain a dual role of colleague and learner (Darling-Hammond & McLaughlin, 1995). Stewart (2014) argued that the crucial factor in professional development was collaboration. Through collaboration, peers better accept professional development, and it also becomes active, rather than passive learning. Stewart proposed that professional development occurred in professional learning communities (PLC) that followed these principles for the group: equality, choice, voice, reflection, and practice. Darling-Hammond (2015) supported Stewart and brought in an international perspective by emphasizing the importance of collaboration and teachers working with their peers. Darling-Hammond even suggested redesigning the school day or week "to create time for collaboration" (p. 4).

Global Education Program

The content area teachers in the qualitative case study also struggled to believe that teaching ELL students to read was their responsibility. Teacher A believed at the high school level administrators did not assign teachers to teach reading skills. Administrators hired them to teach literature and topics like "plot, characterization, setting, and symbolism" (Teacher A). Other teachers felt they did not have the time to teach LLS to international students (Teachers C, D, F). In a study of secondary educators in Australia, Hattingh, Kettle, and Brownlee (2017) reported teachers commenting that they had to "put up with" (p. 52) international students in the classroom because they did not know how to instruct them. Khong and Saito (2014) concurred that teachers reported there was insufficient time to educate ELLs in language arts skills and still teach the curriculum to the other students. According to Mansilla and Jackson (2017), an

administrator would find these attitudes in a school that lacks global competence or an appreciation of an ability to learn and work with people who come from diverse cultural backgrounds.

The content area teachers also reported that the international students separated themselves from the American students in the lunchroom, hallways, and classrooms. Teacher C said, "They don't mix well with American students. I do not force them to sit in a seating chart. The international students always choose to separate themselves from the American students." The East Asian international students also spoke of segregation in their interviews. All the East Asian international students spoke of studying and going out to the movies with friends from their homeland.

Because of cultural inequity and a lack of cultural awareness by participants in this study, a second recommendation was that the school begins a global education program. Global education produces global citizens able to understand multiple cultures and traditions, proficient in intercultural skills such as communication, and ready to express a worldview while listening and dialoguing with people who have a different belief system (Mansilla & Jackson, 2017; Andreotti, 2014). According to Mansilla and Jackson (2017), global education produces people who work hard together to help each other succeed. The United Nations Education Scientific and Cultural Organization (UNESCO) has defined global education by dividing it into three parts:

1. Cognitive: To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interdependency and interconnectedness of different countries and populations.

2. Socio-emotional: To have a sense of belonging to common humanity, sharing values, responsibilities, empathy, solidarity, and respect for differences and diversity.

3. Behavioral: To act effectively and responsibly at local, national, and global levels for a more peaceful and sustainable world (as quoted in Engel, Fundalinski, and Cannon, 2016, p. 26).

The fundamental values of respect, empathy, sharing values, solidarity found in these studies are all components this project included in its second recommendation to begin a global education program.

Institutional Level

At an institutional level, I found that the staff could not produce international program guidelines for this school district. I asked the content area teachers if they had ever heard of a mission statement for the international program or instructions that the program followed. Every teacher answered that they had not seen or heard of any mission statement or guidelines. I then went and asked the administration if they had a mission statement or guidelines for the international program. They could not produce any written mission statement, goals, or guidelines. Engel, Fundalinski, and Cannon (2016) studied four of the top schools in the nation known for their global citizenship education programs and diverse student body populations: District of Columbia Public Schools, Boston Public Schools, Chicago Public Schools, and Seattle Public Schools. Each school had clear mission statements and guidelines that drove their programs. Leadership plays a critical role when a school needs to adopt a new program.

Although the international program at Western Prep has been in existence for over 15 years, the staff could not produce a mission statement or guidelines for the program. Institutions use mission statements to show the uniqueness of a program and a way to create its public image (Kosmutzky and Krucken, 2015). Mission statements have become an integral part of a school's identity. It can be the vehicle through which the school articulates its goals, objectives, and ideas for growth in a program. Ekpe, Ench, and Inyang (2015) contended that an effective "mission statement gives an organization a focus and a strategy for the future. They provide a sense of direction and purpose" (p. 139). Mission statements are also ways that organizations communicate their ideas to the stakeholders.

Project Description

Policy Recommendation One

My first recommendation is to ask the administration to provide professional development that meets the criteria listed in the literature review. One component of effective professional development is the provision of an expert in the field to give the content for the training. This provision requires the administration to research and find an expert in teaching ELL who also knows self-regulation of LLS techniques. Three universities are within five miles of the school, so I recommend that the administration contact the education departments of those universities to look for experts in the field. This research would also be cost efficient because the experts would be local. The administration needs to form PLC within the school for the professional development to continue throughout the year. The administration also needs to create several delayed start school days to provide time for the PLCs to work together. I will work with the

principal and leaders of the school to form the PLCs and continue professional development throughout the year acting as an administrative coach to help guide the principal through the process.

Policy Recommendation Two

For the second policy recommendation, I ask the administration to address the issue of a lack of cultural awareness and global competence in the high school by beginning a global education program in the high school. I would ask the principal to talk to his department heads and ask them to take the lead in starting a global education curriculum. My recommendation is for the department heads to research and use Asia Society's free start-up materials online at https://www.asiasociety.org (Asia Society, 2017). Asia Society is a leader in global education with free resources and lesson plans for teachers and administrators. Asia Society (2017) has a vision statement that reads, "Our vision is that in an interconnected global era, all youth from all countries and cultures will have the capacity to create, participate in, and benefit from a peaceful and prosperous world" (para 3). Working to combat indifference, cultural inequity, and global incompetence takes a bold step and bold program. The global education program recommended by this project accomplishes those requirements. I suggest that the decision-makers in the Asia Society program share critical stages of the process at staff meetings to gain teacher acceptance.

Policy Recommendation Three

The third recommendation in this project asks the principal and the international coordinator to clarify and authenticate the purpose of the international program for all stakeholders by creating a clear mission statement and guidelines. The literature review

showed the importance of a strong mission statement and how it gives a program direction and identity. I recommend that the principal and international coordinator form a voluntary committee to work on creating a mission statement and guidelines for the international program. The focus of the mission statement should be an emphasis on global competence and cultural equity and awareness. I recommend that the team begin by researching the United Nations Educational Science and Cultural Organization (UNESCO) online at https://en.unesco. org/themes/education-21st-century. At this site, the committee should print the "Education for the 21st Century" manual (UNESCO, 2017). This manual will be an excellent starting point for creating a mission statement and guidelines for a renewed international program. The leaders in committee meetings should report work done in PLC to maintain teachers' understanding.

Roles and Responsibilities of Administrators and Others

I will be responsible for providing any support that the school needs. The principal will meet with the superintendent to discuss budgetary needs and ask permission for delayed starts. The principal will research the surrounding universities to find an expert professor to provide professional development to the staff. Other responsibilities for the principal include holding the department heads and the international coordinator accountable for their responsibilities. The department heads will work with the principal to research and plan for the introduction of a global education program at the high school. The international coordinator will lead the committee responsible for writing the mission statement and guidelines for the renewal of the international program. Teachers will volunteer to serve on the team to help draft a new mission statement for the renewed international program.

Timetable for Recommendations

Research to find an expert will occur Spring of 2018. At this time, the principal will also work with the superintendent to approve delayed starts for the high school. The administration will form a PLC over the Summer of 2018. Presentation of the professional development should occur during the time the school has set aside at the beginning of August 2018; however, following the criteria of effective professional development, it should continue throughout the year through the PLCs.

For the second recommendation, the principal will ask department heads to take the lead in beginning a global education program at the school. The research will occur during the 2018-2019 school year. The global education curriculum should be ready at the beginning of the 2019-2020 school year. Department heads will meet regularly with PLCs and participate in staff meetings to keep teachers informed of findings.

During the Spring of 2018, the principal and international coordinator will meet to ask for volunteers to form a committee to update the guidelines and mission statement of the international program. The committee will start by researching a multitude of mission statements from a variety of schools as well as UNESCO's website. From this collected data, the team will draft a mission statement and give it to the principal for his approval. Following approval of the mission statement, the group should write guidelines for the international program. Developing the guidelines should occur during the beginning of the 2018-2019 school year, and the new mission statement and guidelines should be ready to present to the staff by January of 2019.

Project Evaluation

The administration will evaluate this project in multiple ways. The principal will use a teacher survey to assess the teachers after the professional development presented in August 2018 (see Appendix G). Another teacher survey will take place concerning the PLCs at the end of the year in 2019 (see Appendix H). Teachers will assess the international students in English language arts skills at the beginning of the 2018-2019 school year (see Appendix I). The teachers will then give a similar assessment in May of 2019 (see Appendix J). Administrators will compare these assessments to the English reading proficiency exam taken the year before in the 2017-2018 school year. All three assessment scores for international students' achievement in English proficiency will help the administration measure how well the professional development is working. At that point, administrators can reassess professional development and make changes where it is necessary.

The global education program comes with its outcomes, assessments, and surveys, to determine how well the staff and students are doing with the program. Teachers will use these tools each year to measure the success of the global education program. Administration will base the evaluation for writing the mission statement on goals set by the committee at their first meeting. Completion of those goals will measure the success of the committee's work. The principal will monitor the committee's work.

Implications Including Social Change

Based on data analysis, I made three policy recommendations to address the problems revealed in the qualitative research study. The issues were affecting a local population of international students who struggled with academic English proficiency.

Issues also affected a population of content area teachers who did not know how to help those students because the educators lacked formal training. The school suffered because of a lack of cultural understanding and global competence as seen by the comments made by both populations. This policy recommendation paper provides a solution to address these problems and bring about social change by bringing cultures together through education. Professional development and global education will create more effective teachers of international students who in turn, will experience more success with admission into American universities. Professional development, global education, and purpose in the international program will bring about cultural understanding and unity between other countries and the United States. Both sides will benefit from this social change.

Appendix B: Interview Questions for International Students

Before interviewing international students, I discussed with them the following definition of a strategy. "A strategy is anything you purposefully do or anything you purposefully use to help you learn English." For example, if you make notecards for your vocabulary words, that is a strategy. If you ask the teacher to slow down, that is a strategy. If you think about how you are going to write your essay, that is a strategy."

1. Were you freshmen (9th grader), sophomore (10th grader), junior (11th grader), or senior (12th grader) when you first came to this school?

2. Describe what it was like speaking English the first year you came to this school. (Probe: What was it like the first time you went to a class where students only spoke English? How did you feel? What did you understand? How did you remember what the teacher and students said in class?)

3. How often do you practice reading, writing, speaking, or listening to English outside of school? (Probe: When shopping? Asking for directions? Talking with friends, classmates, neighbors, and professional people in banks, stores, travel settings and sports events?)

4. Describe what it is like to learn in a class where English is the only language used? (Probe: Do you sometimes have to guess what a word is?)

5. When preparing for a test in English, what strategies do you use? (Probe: Do you create a study guide in English? Use index cards for vocabulary words? Create mental images? Do you group ideas?)

6. When the teacher asks you to read a passage in a textbook, or a passage from a novel aloud, what strategies do you use? (Probe: Do you sound out words, guess at words, or ask for help?)

7. What did you do when the teacher held a class lecture? (Probe: Did you use a dictionary, repeat words, ask the teacher to slow down, talk to the teacher after class, talk to a friend after class, or use your textbook after class?)

8. When teachers ask you to write an essay, what strategies do you use? (Probe: Talk to the teacher, look up all the words in a dictionary or on the computer?)

9. When you read a textbook or novel in English at home, what strategies do you use? (Probe: Electronic dictionary, ask for help, sound out words, write down words you do not know?)

10. Did you set any goals to learn English when you came to America? (Probe: When you came to America, did you want to learn English by the first year? Did you want to be able to write essays by the time you were a senior?)

11. How do you keep your classwork organized? (Probe: Do you have a plan for where everything will go? Do you try to plan for the day?)

12. What suggestions or tips has your teacher taught you in class to help you be successful learning English in their classes or to help you with writing an essay or studying for a test?

13. How much time do you spend on homework each night? (Probe: How much of that time is the result of having to learn and use English?)

14. When you finish an assignment (i.e., an essay), what kind of self-evaluation do you do? (Probe: Do you use music to relax, tell yourself you did an excellent job, or discuss your paper with someone else?)

15. Explain a time you have had friends come over and help you with your homework. (Probe: What did they do to help you study for classes that required the use of English?)

Appendix C: Interview Questions for Teachers

1. What professional training or professional development have you had to work with ELLs?

2. What LLS have you used to help international students learn academic English in your classroom? (Probing Questions: Are there any graphic organizers you have used with them? Have you used books-on-tape? Have you modified their assignment? Have you taught them to make vocabulary cards?)

3. What have you observed about the interaction between the international students and the American students not only in your classroom but also in the hallways, in the lunchroom, and in other areas of the school?

4. What strategies do you give the international students to use when you provide them with a textbook reading assignment (or novel)? What help do you offer them? I am handing you a document. Which areas do you help students (memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, or social strategies)? (See Appendix D)

5. What strategies do you give the international students to use when you provide them with the assignment to write an essay? What kind of help do you offer them to complete this writing assignment?

6. What kinds of strategies do you give the international students to help them prepare for their college exams (ACT/SAT)?

7. Rebecca Oxford (1990, 2017), a leading authority on LLS and self-regulation, believed that direct instruction must be intentional. She thought it should do the following: (1) must identify when a learning-language strategy was useful, (2) must model the strategy, (3) must give learners time to practice the strategy, and (4) must teach students to evaluate how to translate the strategy into other tasks and situations. Describe for me the ways your strategy instruction has modeled this suggested format (See Appendix E).

Appendix D: Oxford's Six Categories

Category 1

Memory Strategies:

    Creating Mental Images (mnemonics, dictionary use)

    Semantic Mapping (Associating and Grouping)

    Structured Reviewing (One-on-one)

    Employing Action (Using a physical response or sensation, facial expression)

Category 2

Cognitive Strategies

    Repeating and rehearsing information

    Practice writing

    Reasoning Deductively – Take general rules and apply to new language situations

    Analyzing Expressions – Break expressions down into parts

    Compare (vocabulary, grammar) their language with new language

    Translating - flashcards

    Creating Structure

        Take Notes – write down main idea or specific points

        Help them to Summarize Passage

        Highlight – essential information

        Graphic Organizers

Category 3

Compensation Strategies

    Contextual Guessing Strategies

    Provide Background Knowledge of Writing or Reading

    Using Gestures

Category 4

Metacognitive Strategies – Help Student do the Following:

    Linking Material with Already Known Material

    Giving Feedback to Student

    Delaying Speech to Focus on Listening

    Reading Books and Talking with Others Who Speak Target Language

    Organize Notebook, Study Area, Locker

    Identify Purpose of Each Task – Make Certain They Understand

    Use Practice Opportunities

    Complete Self-evaluation

Category 5

Affective Strategies

Lower Anxiety Through Music, Laughter, Deep Breathing
Make Positive Statements
Reward Often
Allow Student to Discuss Feelings

Category 6

Social Strategies
Encourage Student to Ask Questions and Ask for Clarification
Be Empathetic with Student
Develop Cultural Understanding

Appendix E: Rebecca Oxford's Model for Teaching LLS

1) Must *identify* when a learning-language strategy was useful

2) Must *model* the strategy

3) Must give learners time to *practice* the strategy

4) Must teach students to evaluate how to *translate* the strategy into other tasks and

situations.

Appendix F: Professional Development Survey

Professional Development Survey

1. *Is there an idea that we covered today that you didn't understand?*

2. *What questions came to you during today's lesson? Is there anything you would like to know in a follow-up session?*

3. *What was the most exciting part of today's lesson? Why?*

4. *If you were the presenter today, what would you add to today's lesson? Why?*

5. *If you were the presenter today, which part of today's lesson would you leave out? Why?*

6. *Explain today's lesson using your own words.*

Appendix G: Professional Learning Communities Survey

Professional Learning Communities Survey
(American Institute for Research, 2018)

Directions:
Read each statement then select the scale point that best reflects your own degree of agreement with the statement. Shade the appropriate oval. Select only one response for each statement. Comments after each section are optional (Olivier, Hipp, and Huffman, 2010).

Key Terms:
- Principal = Principal, not Associate or Assistant Principal
- PLC Members = All adult staff directly associated with international students
- Stakeholders = International students

Scale: 1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Agree (A)
4 = Strongly Agree (SA)

	STATEMENTS	SCALE			
	Shared and Supportive Leadership	SD	D	A	SA
1.	PLC members are involved in discussing and making decisions about learning how to instruct the international students.	0	0	0	0
2.	The principal uses input from PLC members to make decisions.	0	0	0	0
3.	PLC members have access to strategic information.	0	0	0	0
4.	The principal is proactive and addresses areas where teachers need support.	0	0	0	0
5.	PLC members have opportunities to initiate change.	0	0	0	0
6.	The principal shares responsibility and rewards for innovative actions.	0	0	0	0
7.	The principal participates democratically with staff sharing power and authority.	0	0	0	0
8.	Among PLC members, administrators promote and nurture leadership.	0	0	0	0
9.	Decision-making takes place through committees and communication across grade and subject areas.	0	0	0	0
10.	Stakeholders assume shared responsibility and accountability for learning of educators in the PLC..	0	0	0	0
11.	PLC members use multiple sources of data to make decisions about teaching and learning.	0	0	0	0
COMMENTS:					

	STATEMENTS	SCALE			
	Shared Values and Vision	SD	D	A	SA
12.	A collaborative process exists for sharing values among staff.	0	0	0	0
13.	Decisions are guided by shared values and norms of behavior about teaching and learning.	0	0	0	0
14.	PLC members share visions for school improvement that have an undeviating focus on student learning.	0	0	0	0
15.	Decisions align with the school's mission statement.	0	0	0	0
16.	A collaborative process exists for developing a shared vision among staff.	0	0	0	0
17.	PLS goals focus on student learning beyond test scores and grades.	0	0	0	0
18.	New policies and practices are aligned to the school's vision.	0	0	0	0
19.	Stakeholders are involved in creating high expectations that serve to increase student achievement.	0	0	0	0
20.	PLC members use data to prioritize their actions to reach their shared goals.	0	0	0	0
COMMENTS:					
	Collective Learning and Application	SD	D	A	SA
21.	Members of the PLC work together to seek knowledge, skills and strategies and apply this new learning to their work.	0	0	0	0
22.	Collegial relationships exist among PLC members that reflect commitment to school improvement efforts.	0	0	0	0
23.	PLC members plan and work together to search for solutions to address needs of the international students.	0	0	0	0
24.	Open dialogue encourages opportunity for collective learning.	0	0	0	0
25.	PLC members engage in dialogue that reflects a respect for different ideas that lead to continued inquiry.	0	0	0	0
26.	Professional development focuses on teaching and student learning.	0	0	0	0
27.	PLC members and administrators learn together and employ new knowledge to solve problems.	0	0	0	0
28.	PLC members are committed to any program or process that enhances international student learning.	0	0	0	0

		SD	D	A	SA
29.	PLC members assess multiple sources of data to measure the effectiveness of instructional practices.	0	0	0	0
30.	PLC members collaboratively analyze student work to improve teaching and learning.	0	0	0	0

COMMENTS:

	STATEMENTS	SCALE			
	Shared Personal Practice	SD	D	A	SA
31.	Opportunities exist for PLC members to observe peers and offer encouragement.	0	0	0	0
32.	PLC members provide feedback to peers related to instructional practices.	0	0	0	0
33.	PLC members informally share ideas and suggestions for improving student achievement.	0	0	0	0
34.	PLC members collaboratively review student work to improve instructional practices.	0	0	0	0
35.	Opportunities exist for coaching and mentoring.	0	0	0	0
36.	Individuals and teams share the results of their practices.	0	0	0	0
37.	PLC members regularly share student work to guide overall school improvement.	0	0	0	0

COMMENTS:

	Supportive Conditions – Relationships	SD	D	A	SA
38.	Caring relationships exist that are built on trust and respect.	0	0	0	0
39.	PLC members feel that a culture of trust and respect exists for taking risks.	0	0	0	0
40.	Administration recognizes and celebrates outstanding achievement in our school.	0	0	0	0
41.	Relationships among PLC members support honest and respectful examination of data to enhance teaching and learning.	0	0	0	0

COMMENTS:

	Supportive Conditions – Structures	SD	D	A	SA
42.	Administrators provide enough PLC time to facilitate collaborative work.	0	0	0	0

43.	The school schedule promotes collective learning and shared practice.	0	0	0	0
44.	Monetary resources are available for professional development.	0	0	0	0
45.	Technology and instructional materials are available to staff.	0	0	0	0

COMMENTS:

Appendix H: English Proficiency Pre-Test

READING COMPREHENSION
Read the following seven passages carefully. Select the response to the
comprehension questions which most accurately agrees with what you have read.

Passage 1
      The potato, like other root crops, has an unearned reputation in some countries
as an inferior food, or a poor person's staple. While roots are the main ingredient of the
diet of half a million people, the potato's nutritive content of protein, fiber, minerals,
and vitamins Bl, B2 and C hardly makes it inferior.
      Medical researchers report that potatoes are even better than milk for
malnourished children, who often cannot digest milk. Potatoes provide a high-quality
protein similar to that in dairy products. Unfortunately, the potato is still out of reach
of a poor person's budget in many developing countries such as Indonesia and the
Philippines.

1.   According to this passage, why might potatoes be better than milk for children
      who are improperly nourished?

    (a)   Potatoes contain quite a bit of calcium.
    (b)   Potatoes have more B vitamins than milk.
    (c)   These children often cannot assimilate milk.
    (d)   These children often cannot find a supply.

2.   The potato_____.

    (a)   does not deserve its bad reputation
    (b)   is the main food for half a million people
    (c)   is not available in many developing countries
    (d)   can hardly be called nutritious

Passage 2
      "Anting" is a noun that is entering the language because of ornithologists, or
bird watchers. Anting refers to an activity in which birds rub themselves with defense
fluids or, sometimes, other bodily fluids of ants. In the past scientists thought anting
had no function and that it was a vice like smoking or drinking. However, most
ornithologists now think that birds use ant fluids to kill parasites. Among those ants that
birds favor are the Azteca ants, that produce formic acid, a repellent so effective that it
will drive off army ants. Birds often crash dive into Azteca nests and allow the insects
to crawl all over their bodies, or they grasp them in their beaks and rub them through
their feathers. The birds get such relief from their treatment that some appear to swoon
and even lose their balance.

3.   "Anting"_____.
    (a)   is an activity unique to bird-watchers
    (b)   refers to the killing of Azteca ants by parasites
    (c)   is a relatively new word in the English language
    (d)   refers to the way ants defend themselves

4.   Birds sometimes dive into Azteca ant nests because_____.
    (a)   they lose their balance as they enter
    (b)   they are trying to kill the ants
    (c)   they are seeking relief from parasites
    (d)   they are repelled by the Azteca ants

Passage 3

Tall children score slightly higher on intelligence tests and perform somewhat better academically than their shorter classmates, perhaps because more is expected of them, researchers for a National Health Examination survey have found. The magnitude of the difference is not large, however, and certainly not worth giving children growth hormones to make them taller, said Dr. Darrell Wilson of Stanford University. He and his colleagues concluded there was a definite link between height and scores on tests of both intelligence and achievement. The association remained even after controlling for other factors, including socioeconomic status, birth order, family size and rate of physical maturity. Dr. Wilson said the difference was small but significant.

The researchers based their findings on data from a study involving nearly 14,000 children from six to 17 years old.

5.   One cause the researchers suggested for the connection between height and test scores was the tall children's_.

    (a)   greater rate of physical maturity
    (b)   increased growth hormone production
    (c)   response to greater expectations
    (d)   general health and better nutrition

6.   The researchers found that the difference between the test scores of tall and short children

_____ .

    (a)   can be linked to socioeconomic status
    (b)   is meaningful although it is small
    (c)   appears to be inexplicable
    (d)   is worthless for measuring intelligence

In this section of the reading test, you will read several paragraphs in length. Each text is followed by five comprehension questions.

1.   To many developing countries, tourism has appeared to be a bonanza, a source of precious foreign exchange, a stimulant to foreign investment in splendid hotels and a creator of employment in service industries. Now there are many second thoughts as the real cost in economic distortion and pollution of the social environment is totaled up.

2.   The· distortion arises from land speculation in tourist areas, inflation of land values in principal cities and the unbalanced development that caters to the requirements of pleasure seekers from abroad as much as to the needs of the indigenous people. Roads, water supply and telecommunications are often designed with tourism primarily in mind. One critic estimates that infrastructural expenses of this kind, plus imports of luxury items to create creature comforts for visitors, consume more than two thirds of the foreign exchange derived from tourism.

3.   But such economic costs may well be less than the psycho-social impact. At a recent international conference, the mischief wrought by the tourist industry was frequently referred to as catastrophic, especially in those areas described in travel folders as "upspoilt paradises". The conferees agreed that all too often travel does not heighten understanding between peoples of different cultures but intensifies prejudices on both sides and, among the host people, creates imitation, frustration, loss of traditional authenticity, commercialized hospitality and xenophobia.

4.   This process has of course been observed before now, but it has been vastly accelerated by the speed, convenience and reach of the jet plane and by the economic feasibility of travel for masses of people. In Africa, for example, tourism is the most rapidly developing industry, with annual growth rates of 20 to 40 per cent in some countries. Moreover, the predominance of the packaged tour virtually precludes any real contact with local people and presents the traveler, not as an individual fellow human, but as a member of a closed party.

5.   Though developing countries may be the most vulnerable, no country is immune. This year it is expected that visitors to one small Mediterranean country will outnumber the country's total population. To accommodate them, the most beautiful parts of the country's coast have been converted into tawdry vacationlands that create monumental pollution. So pervasive are the tourists there that the natives often feel like strangers in their own land. Though it may be too late to save this country, is there anything that can be done for areas where the numbers are not yet so great? Better education of both tourists and hosts seems the only hope.

Now mark the one phrase that best completes the statement in the multiple-choice questions that follow. Be sure to begin with number 36 on your answer sheet.

36.   According to the author of the text, tourism in developing countries_____.
       (a)   has been an invaluable stimulant to economic development

      (b)   may not be as economically beneficial as was originally hoped
      (c)   has had greater economic costs than psycho-social impact
      (d)   has become a total social and economic disaster for all concerned

37.   The development stimulated by tourism_____.
      (a)   has often not directly benefited the native inhabitants
      (b)   has not produced any foreign revenue for the host countries
      (c)   has not improved the infrastructure in most countries
      (d)   has all been concentrated in the capital cities

38.   Participants in a recent conference on tourism expressed the belief that_____.
      (a)   places described as "unspoilt paradises" are not the best areas for tourists
      (b)   the lack of hospitality from host country people causes frustration in tourists
      (c)   the economic costs of tourism are probably less than critics imply
      (d)   tourism does little to improve understanding between people of different countries

39.   The author feels that the undesirable aspects of tourism_____.
      (a)   are the biggest problem developing countries currently face
      (b)   have been aggravated by too much contact between tourists and local people
      (c)   have been aggravated by the widespread availability of travel opportunities
      (d)   can no longer be overcome by most of the Mediterranean countries

40.   The author says that people in one Mediterranean country_____.

      (a)   have found their monuments to be polluted
      (b)   are apt to be outnumbered by tourists
      (c)   have frequently had to move to arid vacationlands
      (d)   have found themselves outnumbering tourists

VOCABULARY

The following section contains vocabulary questions. Select the one word or group of words that best completes each sentence.

41.   I strongly resent your last comment. Kindly_____it.

      (a) take back   (c) remove

      (b) withdraw   (d) recall

42.   The development of microprocessors represents a great technological

      (a) break-out   (c) break-up
      (b) breakdown   (d) breakthrough

43.   She appeared to be_____with troubles.

      (a) burdened   (c) lauded
      (b) buoyant   (d) lucid

44.   The woman was shocked by the __details of the crime.

      (a) simple   (c) unaffected
      (b) pompous   (d) lurid

45.   This contract is_____; on no account can it be breached.

      (a) defining   (c) tying
      (b) fastening   (d) binding

46.   The doctors in the emergency room are known to be <u>callous</u>.

     (a) friendly   (c) insensitive
     (b) concerned   (d) methodical

47.   This program has resulted in greater <u>prosperity</u> for the farmers of the region.

     (a) adversity   (c) appreciation
     (b) affluence   (d) autonomy

63.   Were the diplomat's answers <u>candid</u>?

     (a) Planned   (c) silly
     (b) honest   (d) convincin
                                        g

64.   His report is <u>justly</u> famous for its approach to pollution.

     (a) simply   (c) only
     (b) recently   (d) rightly

65.   The minister <u>withstood</u> all objections to the proposal.

     (a) denied   (c) answered
     (b) resisted   (d) excused

GRAMMAR

In each of the following items select the one word or phrase that best completes the

sentence.

80.　A: "Did you go straight back to work after lunch?"
　　　　B: "No, I stopped_____a check at the bank."

　　(a) cashing　　　　　　　　　　(c) for cashing
　　(b) to cash　　　　　　　　　　(d) for to cash

81.　_____into trouble caused the two boys' parents a lot of anxiety.

　　(a) Their getting　　　　　　　　(c) They had got
　　(b) They're getting　　　　　　　(d) Their having getting

82.　I wish I _____to travel with the rest of the group.

　　(a) am able　　　　　　　　　　(c) have been able
　　(b) had been able　　　　　　　　(d) will be able

83.　A: "Has the chairman received any
　　orders yet?"

　　B: "No, and I hope he _____."

　　(a) has　　　　　　　　　　　　(c) wouldn't
　　(b) would　　　　　　　　　　　(d) won't

84.　She has often wished she _____advantage of her parents' offer to see
　　her through college.

　　(a) had taken　　　　　　　　　　(c) ought to take
　　(b) should have taken　　　　　　　(d) would have taken

85. You_____ at the concert. I was at home.

(a) shouldn't have seen me   (c) mightn't have seen me
(b) couldn't have seen me   (d) mustn't have seen me

86. A: "Did the meeting
end long ago?"

B: "No, it_____."

(a) had just ended   (c) has just ended
(b) has just been ending   (d) was still ending

87. It looks_____you don't understand.

(a) that   (c) as
(b) as if   (d) as like

88. The more he was criticized, _____he was to complete the task.

(a) less able   (c) less able to
(b) the less able   (d) the less able to

89. _____in my life when my first response was wrong.

(a) Many situations have been   (c) There have been many situations
(b) Many situations were   (d) In many situations there are

90. _____ live in the city and its suburbs.

(a) Nine million people   (c) Nine millions of people
(b) Nine millions people   (d) Nine millions persons

91.   Did he take_____with him?

(a) plenty luggage   (c) much luggage
(b) lots of luggages   (d) several luggages

92.   A: "What does the security guard do to keep trespassers out
       of the building?"
        B: "He has_____their identification cards."

(a) all the staff shown   (c) shown all the staff
(b) all the staff show   (d) to show all the staff

93.   Swimming is a great way to exercise, but it is not healthy to drink too much
       .

(a) afterwards   (c) after all
(b) since   (d) following

READING COMPREHENSION

Read the following seven passages carefully. Select the response to the comprehension questions that most accurately agrees with what you have read.

Passage 4

Worker involvement in the protection of health at work is gaining ground in the European Economic Community (EEC), where most States have overhauled their national laws on job safety during the past decade. Today, worker representatives should be informed and consulted on health and safety matters and they are entitled in one way or another to inspect workplaces and investigate accidents. The watchdog role is assigned to statutory work councils, safety delegates and voluntary bodies. But what rights do EEC workers actually enjoy, and how much real use have they made of them? A study of these questions recently published by the ILO reveals a checkered picture of greatly varying approaches and degrees of success.

7.   In this passage the author suggests that_____.

    (a)   statutory work councils have done a great deal to protect worker health and safety
    (b)   most States in the EEC have taken a similar approach to worker safety
    (c)   the results of worker involvement in health protection have been uneven
    (d)   worker groups do not have enough power to enforce safety laws

Passage 5

The Pronunciation Research Unit, that is made up of three linguists and a clerk, is charged with upholding the standard of spoken language at the British Broadcasting Corporation (BBC). Today, the unit concerns itself mostly with proper nouns, leaving ordinary vocabulary and grammar to the discretion of the announcers, who deliver the 2,000 hours of BBC broadcasting each week. Though many still speak the Queen's English, or the plummy, southern English known as Received Pronunciation, there is a good deal of room for variation now.

8.   The author suggests that_____.

    (a)   the BBC broadcasters have learned to be very discreet
    (b)   the pronunciation of people from the south of England is changing
    (c)   nouns are the least problematic in terms of pronunciation
    (d)   accents other than Received Pronunciation are now acceptable

Passage 6
A long time back a reviewer ridiculed William Carlos Williams for saying one reason a poet wrote was to become a better person. I was fresh out of graduate school and I easily sided with the reviewer. But now I see Williams was right. I do not think Williams was advocating writing as therapy, nor the naïve idea that after writing a poem one is less depraved. I believe Williams discovered that a lifetime of writing was a slow, accumulative way of accepting one's life as valid. We sweat through poem after poem to realize what dumb animals know by instinct and reveal in their behavior: my life is all I have got. We are off to know ourselves, even if our method of learning is painfully convoluted. When you write you are momentarily telling the world and yourself that neither of you need any reason to be but the one you had all along.

9.   The author of this passage has come to realize the value of writing as_____.

(a)   a means of coming to terms with your existence
(b)   an efficient way of understanding your true feelings
(c)   an aid to help you better understand your world
(d)   a potential therapy for your instinctive behavior

Passage 7
There is a special kind of person who is more likely than most to take the first step to help and to stay with the effort to the end: the altruist. According to Dr. Staub, "There is a pattern of child-rearing that seems to encourage altruism in later years. A warm and nurturing relationship between parent and child is essential, but not enough in itself. The parents who transmit altruism most effectively exert a firm control over their children. Although they are nurturing, they are not permissive. They use a combination of firmness, warmth and reasoning. They point out to children the consequences to others of misbehavior - and good behavior. And they actively guide the child to do good, to share, to be helpful."

10.   This passage suggests that some adults have become altruists because their parents

         _____.

(a)   taught them to feel sorry for the less fortunate
(b)   encouraged them in later years
(c)   were not only encouraging but also strict
(d)   taught them that misbehavior deserves punishment

1. It is just before dawn and the garden cross spider is getting ready for another hot summer's day. It is still dark, and being cold-blooded, he is feeling rather chilly. But he gets up and eats a few key strands of his web, and then sets about spinning a new one to serve for the coming day.

2. Theories abound as to why garden cross spiders (and most other web-building spiders) should find this seemingly pointless daily ritual necessary, and why they should do it in the cold pre-dawn. Researchers at Oxford University believe they have found at least part of the answer. The spiders are not eating their webs; they are drinking them.

3. Water is a big problem for spiders. Their lungs must be kept moist, but they lose a lot of liquid during the course of the day. Hunting spiders can wander off for a drink if they are thirsty, but web- builders must stick around - as it were - for their prey. Worse still, their webs are generally built in exposed places - good for catching flies, but bad for getting dried out by the wind. Flies are juicy, and satisfy thirst as well as hunger, but if they are scarce, the spiders have a problem.

4. The researchers found that the webs catch a lot of moisture, as well as flies. By eating its web, a spider can take up enough water to restore 10 per cent of its daily respiratory loss. Webs are consumed in the humid pre-dawn because this is when they are wettest. And, as a bonus, a web spun in the moist morning air is better able to soak up water for the following day.

5. The water taken up by the spider silk also helps to capture prey. The glue with that spiders coat their webs is stickier when wet. Maximizing the water content of the thread thus increases the chances of catching and keeping unwary flies. It also contributes to the extraordinary elasticity that allows a web to intercept flying insects without snapping.

6. Spiders' webs are made from two different types of silk - structural and capture thread. Structural silk is rigid and gives the web strength. It is the capture silk that does the clever tricks. It can stretch without strain by up to four times its original length to absorb the momentum of an incoming fly. It then springs back without sagging when the strain is removed.

7. The presence of water is crucial to these properties. The researchers had previously found that a liquid droplet on the stretched silk acts as a miniature windlass, reeling **it** back in by the power of its surface tension. They also knew that water was necessary for the capture web to be able to stretch in the first place. But they did not know why.

8. So they enlisted the help of some chemists from Cambridge, who discovered that the capture web has regions of highly mobile molecules - more like a liquid than a solid. The chemists believe that these molecules are flexible "springs" connecting rigid crystalline regions of the silk. With a little more research, they should be able to work out the composition of both the flexible and the rigid units. Armed with this information, they might even be able to produce their own drinkable stretch material one day.

48.   Spiders' webs_____.

    (a)   are eaten when it rains heavily
    (b)   are eaten for their water content
    (c)   are less efficient when wet
    (d)   absorb less moisture early in the day

49.   Which of the following is NOT cited as a reason why web-building spiders get thirsty?

    (a)   They cannot leave their webs to look for water.
    (b)   They frequently spin their webs in places unprotected from the wind.
    (c)   A shortage of flies can leave them with insufficient moisture.
    (d)   They get very sticky after they have spun their webs.

50.   The capture web_____.

    (a)   retains its elasticity after impact
    (b)   can absorb a fly four times its own size
    (c)   gives the web its main strength
    (d)   does not break when the prey is removed

51.   The word 'it' in paragraph 7 means_____.

    (a)   a liquid droplet
    (b)   stretched silk
    (c)   a miniature windlass
    (d)   water

52.   The chemists from Cambridge_____.

    (a)   discovered how to make even better stretch material
    (b)   discovered the existence of flexible and rigid units in the capture web
    (c)   believe that the function of the flexible units is to stabilize the web
    (d)   believe that the rigid crystalline areas could be made more flexible

VOCABULARY

The following section contains vocabulary questions. Select the one word or group of words that best completes each sentence.

53. The resolution was adopted for three _____ reasons.

    (a) compelling   (c) corrosive
    (b) concentrate   (d) covetous

54. It is_____that she reaches the capital with the prisoner's pardon.

    (a) unimportant   (c) haphazard
    (b) imperative   (d) fortunate

55. Because they did not want him to succeed, they made every effort to_____his plans.

    (a) pursue   (c) prevent
    (b) flaunt   (d) thwart

56. John brought all the_____he needed for the camping trip.

    (a) glare   (c) gore
    (b) gear   (d) gleam

57. Several members of the department_____her statement.

    (a) reformed   (c) verified
    (b) signified   (d) informed

41.   It is important that our organization help to <u>defray</u> the cost of the operation.

   (a) uncover   (c) offset
   (b) deter   (d) determine

42.   When we reached the evacuation center, the area was <u>ablaze</u>.

   (a) cleared out   (c) in distress
   (b) on fire   (d) built up

43.   The report was concerned with the <u>prospects</u> of outer space exploration.

   (a) difficulties   (c) possibilities
   (b) costs   (d) goals

44.   He is one of the most <u>emulated</u> photographers.

   (a) admired   (c) studied
   (b) rewarded   (d) copied

45.   Susan paid the delivery man <u>grudgingly.</u>

   (a) unwillingly   (c) dejectedly
   (b) generously   (d) quickly

GRAMMAR

66.   He wondered _____.

   (a) why did she persist in making the error
   (b) why she persisted in making the error
   (c) why did she persist to make the error
   (d) why she persisted to make the error

67. A: "How many weeks have passed since the committee last_____?"
    B: "I think it's been about three weeks."

    (a) has met   (c) met
    (b) had met   (d) has been met

68. A: "Has the secretary finished
    typing the report?" B: "I___, but
    I'll ask."

    (a) doubt it   (c) don't think it
    (b) doubt so   (d) don't believe it

69. Due_____a shortage of textbooks, not everyone got a copy.

    (a) of   (c) at
    (b) to   (d) from

70. Tony_____his car painted just before he wrecked it.

    (a) has had   (c) has have
    (b) had had   (d) had have

71. ___ he gets, the less he exercises.

    (a) Older   (c) As old
    (b) As old as   (d) The older

72. When you're in Richmond, take time to stop_____the park.

    (a) having seen   (c) seeing
    (b) and see   (d) for seeing

73. When I_____home, I'll call you.

    (a) will get   (c) get
    (b) got   (d) gets

74. A: "Have the delegates finished their meeting?"
    B: "Yes, they have. It was one of the _____ on record."

    (a) longest meetings   (c) most longest meeting
    (b) long meetings   (d) longest meeting

75. We_____this work by the time Mr. Stahl returns tomorrow.

    (a) would complete   (c) will be completing
    (b) will have been completing   (d) will have completed

76. _____, she would have made the train.

    (a) If she hurried   (c) She hurried
    (b) Hadn't she hurried   (d) Had she hurried

77. Seldom _____such a complicated problem.

    (a) I encountered   (c) when I have encountered
    (b) I have encountered   (d) have I encountered

78. When the family finally came to a decision, it always _____ so by consensus.

    (a) arrived   (c) did
    (b) came to   (d) had

92. A: "Do you understand all the new policies?"
    B: "Yes, the director explained _____yesterday afternoon."

    (a) them all to us   (c) us to all of them
    (b) to us all of them   (d) us all of them

94. Galileo Galilei is credited_____the construction of the first complete astronomical telescope.

    (a) by   (c) to
    (b) with   (d) at