DETERMINING THE EFFECTIVENESS OF ONGOING, INTENTIONAL REFLECTION ON TEACHING AND LEARNING IN THE DEVELOPMENT OF VOLUNTEER ADULT ESL TEACHERS

by

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CHAPTER ONE: INTRODUCTION

Teaching English as a second language is a complicated task that involves many different factors and skills. Even for trained professionals, developing teaching skills and gaining experience are necessary processes required for effective teaching. Licensed teachers go through extensive teacher training programs. However, a growing number of English programs for adults are being taught by volunteers, a role that often requires little to no training (Schlusberg & Mueller, 1995). This chapter will discuss the need for a method of training volunteer instructors of English as a Second Language (ESL) classes, as well as possible solutions to a common dilemma facing many non-profit English programs created to serve the needs of immigrants, namely the best way to train volunteers.

Adult Immigrants and the Need for ESL Instruction

Few people would deny that the need for adult ESL programs is a large one. The number of immigrants speaking a language other than English continues to grow. Haskins (2007) stated that nearly one million new immigrants arrived in the U.S. every year in the 1990s and early part of the 2000s, compared to 300,000 in the 1960s. In addition, it is estimated that 500,000 illegal immigrants arrive each year (Haskins, 2007). A 2008 American Community Survey given by the U.S. Census Bureau showed that 19.7% of people ages 5 and over speak a language other than English in the home. Many of these immigrants feel the desire or the necessity to learn English for a variety of

reasons that may be personal (Schwarzer 2009) or professional (Lambert 2008, Martinson 2009), and may be looking for a place to engage in this learning.

Volunteer Instructors of ESL and the Need for Training

Because there is such a high demand for adult ESL classes, formal Adult Basic Education (ABE) programs often cannot accommodate the large numbers of students wanting to study English (Schlusberg & Mueller, 1995). Volunteers are a solution to this problem, providing instruction to the many eager learners arriving every year. However, volunteers face a challenge. By definition, they are generally not licensed teachers, and the vast majority of volunteers have not gone through the professional training required of licensed teachers. As a whole, volunteers come with a wide range of readiness for teaching adults, depending on their education and professional backgrounds (Ziegler, M., McCallum, S., & Bell, S. M., 2009). As a whole, there is very little current literature regarding ongoing training methods for volunteers.

One interesting approach to training that has shown much promise is the process of reflection. The benefits of reflection on teaching have been demonstrated by research (Stanley, 1998, Larivee, 2008, Alger, 2006). However, there has been little if any research done on the benefits of reflective teaching by volunteers. It seems that guided reflection might be a vehicle through which volunteer training could be expanded, and that this is an area that needs additional study.

To meet this need, this study seeks to determine how ongoing, intentional reflection on learning and teaching affects the development of volunteer adult ESL teachers. I would like to develop some processes that allow for the continual

development of volunteer instructors' levels of reflection, analyze whether these volunteers' levels of reflectivity improve as a result of their use of these tools, and examine the manners in which this change takes place. It is my hope that through improved reflection, these volunteer ESL teachers will become more effective teachers.

Background

In March of 2009, my church began holding a church service with the intent of reaching the Spanish-speaking population in the area. I have been a part of this project since its inception, and have enjoyed the opportunity to build relationships with a number of Spanish-speaking immigrants who have become involved as church attendees. A few months after we began, I was approached by several of the members of the congregation, asking me to teach them English because they had been told by another member of the church that I was an ESL teacher. While I receive requests to teach people English quite frequently, and normally decline due to a lack of time, I told these people that I would like to teach them English; I felt that it would be a great way to build relationships with them.

When some of the other leaders in the Spanish service heard about the English classes, they agreed that this would be a great opportunity to reach out to the Spanish-speaking community around us. A number of members of the congregation expressed interest in volunteering in the program. It occurred to me that this could be something bigger than just casual classes in someone's home; rather, that it could be developed into a true program. While I was excited about the idea, I was slightly overwhelmed by the responsibility of taking on such a venture.

I decided that I really wanted to be thoughtful about how I planned this English program. As an elementary ESL teacher in a public school, I realized that my experience with adult ESL was limited, adding to the need to engage in some research regarding this topic. When I was working on my undergraduate degree, I taught English to university students in Thailand in a private English center for three weeks. During the years of studying for my ESL license, I worked as a volunteer in a church-based ESL class in Minnesota for a few weeks. The ways these two classes were taught were very different. The classes in Thailand were very scripted, working through specific lessons in books created specifically for the English center. The church-based classes were casual and conversation-based, quite the contrast to my experience in Thailand.

For the current program, the model I chose was a volunteer-based program, in which volunteer instructors work with small groups of students, following a curriculum focused on language competencies related to life skills. I decided to start with a pilot group as I determined the best organizational scheme for running the program. To start, three women who were involved in the church service volunteered to teach ESL to some of the members of the congregation. The idea was to begin with this pilot program, with the intention of advertising and involving more volunteers and students once the study was completed.

Because the volunteers did not have ESL teaching experience, I chose Cambridge University Press's *Ventures* series (Bitterlin, Johnson, Price, Ramirez, & Savage, 2008). This series provides volunteers with a very detailed teacher's guide as well as student

books and workbooks. An official *Ventures* intake assessment was given to the students upon entering the program to determine their level.

The three volunteers agreed to attend the Minnesota Literacy Council's volunteer ESL training, twelve hours of basic training focused on preparing volunteer instructors and ESL assistants. I attended with the volunteers to get an idea of what they were learning and to determine whether this training should be required for all volunteers in our program. The training was very well-organized and well-executed, providing the volunteers with a good base. It covered background on immigration and assessment and gave attendees many hands-on experiences with listening, speaking, reading, and writing activities.

While this initial training was helpful in preparing volunteers, I still felt that these volunteers should receive additional support once they began teaching classes. Guided reflection was the solution that I decided to investigate as a means for continued growth. Because reflection has been accepted as a very helpful process for pre-service teachers (Stanley, 1998), I determined that training my volunteers to engage in a weekly process of reflection based on their experiences could be a process that would enable their continued growth (Husu, Toom, & Patrikainen 2008), as well as become a useful practice that they could use on their own in future lessons, even beyond the study. In order to determine whether this reflection was helping the volunteers to grow, I created an adapted version of Stanley's (1998) framework for analyzing levels of reflection in teachers. With this framework, I was able to analyze the volunteer teachers' ability to reflect and whether it improved as a result of the process through which I guided them.

I hoped that my research would help with the development of a program for my church in which volunteers were equipped to teach English language learners and effectively reflect on their students' learning in relation to the lesson objectives. While this research would be useful for me as I was leading the program, I was confident that this was not the only time that I would have the opportunity to use the knowledge gained conducting the study. As an ESL teacher, I receive requests to teach people English quite frequently. Even if this program ended, I was sure that there would be other needs and opportunities to teach adults in the future. Having an effective plan for training volunteers that can be adapted for other situations can be very helpful for me in the future as well. This process of planning and reflection can also be helpful to the people from my church. In addition to developing a volunteer-led program at my church, I would leave them with a process for ongoing growth for future volunteers.

Finally, this research might also be helpful for other people who were planning community- or faith-based adult ESL programs. It is my hope that this research can provide a framework for implementing ongoing volunteer reflection, which can be adopted by other programs in the future.

The Role of the Researcher

In addition to serving as a researcher, I worked as the main program organizer, choosing curriculum, assessing students at intake, and matching volunteers with students. When the volunteer instructors began their teaching, I was available as a resource before, during, and after the classes, dropping in periodically to observe and talking to the teachers to gauge how they felt about their lessons, a step in building guided reflection.

In my role as a researcher, I asked my volunteers to complete several short tasks each week, which assessed and measured their growth as reflective teachers, and I hoped, also would guide them to become more effective teachers. These tasks included filling out a short lesson planning form, identifying a teaching objective each week, and engaging in guided journaling activities after each lesson. In addition, I engaged in informal interviews with the volunteers. While I asked the volunteers to share the results of these tasks with me, it was my hope that these tasks would become second nature, and something that volunteers would choose to do for themselves as they became more reflective teachers.

Guiding Question

I wanted to determine how ongoing guided reflection on teaching and learning affects the growth of volunteer ESL teachers. I had several specific questions. First, I asked whether using a lesson planner would improve teachers' ability to articulate clear learning objectives. In addition, I questioned whether engaging in reflection after each lesson would assist volunteer teachers in identifying evidence of learning. Finally, I was interested in learning whether teachers would improve in their ability to write objectives and reflect on the lessons through a series of planning and reflection activities. This study sought to find answers to these questions with the hope that by improving reflection, teachers would become better practitioners.

Summary

In this chapter, I have focused on the value and importance of volunteers' participation in adult ESL programs. In addition, I discussed the importance of providing effective, ongoing training for these volunteers. While there is literature regarding the initial training of volunteers, as well as quite a bit of literature about reflection and training for formal pre-service teachers, there really is not a system to enable volunteer instructors to engage in reflection on their teaching. My goal was to determine whether providing volunteers with some tools really allows them to recognize learning and assess the effectiveness of their practice.

Chapter Overviews

In Chapter one I focused on the importance of volunteer teachers in adult ESL programs and asked whether providing tools for reflection would enable them to become more effective teachers. I also discussed the background for this question and discussed the adult ESL program that I will be developing and researching. In Chapter two I review the literature regarding immigration, adult English learners, teacher reflection, and volunteer teachers. Chapter three describes the research that guided this study and the methods that were used to determine the effectiveness of the reflective activities. Chapter four provides the results of this study. In Chapter five I will reflect on the data I collected, as well as the limitations and implications of the study and suggestions for future research.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this study was to determine the effects of ongoing, intentional reflection on learning and teaching on the development of volunteer adult ESL teachers in a church-based ESL program. The church-based ESL program that I organized and researched was taught by volunteers. Through the course of the study, I provided these volunteers with a variety of tasks that led them through the process of guided reflection. The goal of this study was to determine how ongoing, guided reflection on teaching and learning affects the growth of volunteer ESL teachers.

This chapter begins by reviewing literature on the topic of immigration in the United States and the need for ESL programs as a result of immigration to the United States. It continues with an examination of the literature relating to volunteer instructors of adults. A review of literature relating to reflection by teachers concludes the chapter.

Immigration and the Need for Adult English Instruction

The United States of America is a country with an increasingly diverse population. Haskins (2007) stated that the population of legal immigrants in the United States has grown from about 300,000 per year in the 1960s to nearly one million per year in the 1990s and early 2000s, with an estimated 500,000 more illegal immigrants entering each of these years as well. Haskins also stated that 11% of the more than 300 million people in the United States were immigrants. These numbers lead to the conclusion that

the population of immigrants in the U.S. is a significant one, as many of them may need English instruction.

In addition, the National Center for Education Statistics stated that 14% of adults living in the U.S. in 2003 were foreign-born, showing slightly different numbers but reinforcing the idea that this is a notably large population. This same study stated that a majority (60%) of the foreign-born population in the U.S. in 2003 arrived at the age of 19 or older. Of these people, the largest percentage of adults had lived here between one and five years (2009).

Statistics on Immigrants' English Knowledge

While not all immigrants speak languages other than English as their first language, a large percentage of immigrants do. These numbers are growing as well. Statistics taken from the 2000 U.S. Census indicate that 17.9% of people over the age of five living in the U.S. spoke a language other than English in the home. These numbers have continued to grow. The 2008 American Community Survey given by the U.S. Census Bureau indicated that 19.7% of people spoke a language other than English at home. Of these people in the 2008 survey, 56.2% reported that they spoke English "very well," and 43.8% stated that they spoke English at a level they considered to be less than "very well" (American Community Survey 2008).

Spanish-Speaking Adult Immigrants

Limiting immigration statistics to the Spanish-speaking population creates a sense of increased need for English classes for adult Spanish speakers, as speakers of Spanish comprise 12.2% of the population of the U.S. (American Community Survey, 2008). The

American Community Survey in 2008 cited an even higher percentage of people lacking English skills, with 46.7% of Spanish speakers self-reporting that they spoke English less than "very well." The same study showed that if numbers were restricted to adults, even fewer felt they knew enough English, with 51.7% of Spanish-speaking adults between the ages of 18 and 64 stating that they knew English less than "very well." These numbers indicate that the Spanish-speaking population of the United States has a large number of adults who feel they are not proficient in English.

These statistics are supported by other studies as well. The National Study for Education Statistics (2009) stated that in 2003, Hispanics accounted for approximately half of all foreign-born adults living in the United States. According to the same study, Hispanics also had lower average English literacy scores than their foreign-born peers classified as White, Black, and Asian. This information would suggest that the adult Spanish-speaking population in the United States is a considerably large group of people with an urgent need for English instruction.

Minnesota Spanish-Speaking Population Statistics

Minnesota, while not at the level of the national average, reported that 8.5% of its population spoke a language other than English in the 2000 Census. The national average is growing, judging by these statistics from the American Community Survey (2008). It is likely that Minnesota numbers will have grown when the 2010 Census statistics are released, alongside the national average, though the American Community Survey did not indicate numbers by states. The 2000 Census indicated that 2.9% of the state's total population spoke Spanish or Spanish Creole, totaling 132,066 registered

people. It is likely that these numbers are higher as many undocumented immigrants choose not to fill out Census information for fear of repercussions (Park, 2010). Clearly, the Spanish-speaking population in Minnesota is a noteworthy group of people with a clear need for English instruction.

Volunteer Instructors of Adults

These classes at my church, as well as many other ESL programs, would not be possible if it were not for volunteer teachers. Volunteer instructors have become a bastion of adult education in the United States, according to Belzer (2006a). The need for volunteers is a practical one, based on a high demand for teachers. Schlusberg and Mueller (1995) note that the demand for adult ESL instruction surpasses the supply in many parts of the country. To meet challenges such as reduced funding, volunteers fill a need by providing English instruction to many of the people wanting to learn English (Fitzgerald 1995). The U.S. Department of Education statistics (2000) indicate that 42% of the instructional staff in ABE programs that receive federal funding is volunteer (as cited in Belzer, 2006a).

Volunteers may be used in a variety of ways. Fitzgerald (1995) stated that ESL programs use volunteers in either auxiliary roles or as primary providers of instruction. In the auxiliary roles, they may serve as bilingual aides, tutors, or group leaders. However, Fitzgerald also describes volunteer-based programs, which are instructed primarily by volunteers. These programs generally are organized through small, self-supporting literacy programs affiliated with a national literacy association. Fitzgerald

also noted that other volunteer programs can be organized by community organizations such as YMCAs, libraries, community centers, or religious institutions.

Training for Volunteers

Training for volunteer instructors of adult ESL programs generally consists of a short pre-service workshop ranging from 10-18 hours (Fitzgerald, 1995; Belzer, 2006a; Freireich, 1984; Catholic Social Services, 1983). Volunteers are provided with instruction on the basic skills that they will need as they are teaching ESL. They are generally instructed in a variety of listening, speaking, reading, and writing teaching techniques, provided with basic lesson-planning training, and given practice in some of these tasks with their fellow trainees (Freireich, 1984). Freireich's (1984) volunteer training handbook acknowledged that it is impossible to cover everything during a short training course, and counseled that, rather than striving for mastery, it is more important that a training provides the volunteers with a familiarity with ESL content areas, as well as teaching methods and materials. In addition, it is important to arm volunteers with the confidence to begin teaching. With these elements, according to Freireich, a training will be successful.

Challenges in Volunteer Training

Belzer's research showed that there was virtually no resemblance between volunteers' tutor training and their actual work with their students (2006b). Another study by Belzer (2006a) shows very little correlation between tutor training and reading achievement, and suggests that current tutor training may be falling fall short of its intended goals. This is affirmed by Ziegler, McCallum, and Bell (2009), whose research

indicated that volunteer training is not a significant influence on practice. Volunteers may share this sentiment. In a survey of volunteers at the ESL program at the YMCA Princeton, only a quarter of volunteers rated the program's training workshops to be effective (Wu & Carter, 2000).

In another study, the amount of training volunteers received was found to have made no difference in the level of knowledge the volunteers acquired (Ziegler, McCallum, & Bell, 2009). It should be noted that this same study acknowledges that that there have been other studies that have shown a positive correlation between training and instructional knowledge (Bell, Ziegler, & McCallum, 2004; Smith & Gillespie, 2007, as cited in Ziegler, McCallum, & Bell, 2009). It was suggested in this article that the discrepancy in the research may be influenced by the quality and focus of the instruction (Ziegler, McCallum, & Bell, 2009).

What challenges do volunteer-based programs face in providing quality, effective training? Tibbetts, Kutner, Hemphill and Jones (1991) stated that there are a number of constraints that limit volunteer training programs. Limited financial resources are frequently an issue in adult education programs. The part-time nature of many tutors' volunteer positions means that many of them have full-time jobs elsewhere, making it difficult to schedule training. There is a high rate of tutor turnover, making it difficult to keep the current group of tutors trained. There is also a lack of a unified research base, which makes it difficult to develop a systematic and coordinated approach to issues such as teacher training, research, and practice. This research also demonstrates that there is a

lack of state requirements regulating training, and limited in-service training requirements for volunteers (Tibbets, et al., 1991).

In addition, Ziegler, McCallum, and Bell (2009) observed that another challenge to effective volunteer training is the fact that volunteers enter with a wide range of teaching experience and knowledge as well as different educational and professional backgrounds. They noted that a "one-size-fits-all approach" would not be effective for the wide variety of experience these volunteers possess. These issues shed some light on the research showing that volunteer training generally leaves something to be desired when it comes to effectiveness. An unpublished doctoral dissertation by Pomerance (1990) states that "volunteer tutors represent a potential yet to be fully realized" (as cited in Belzer, 2006b).

Volunteer Training Improvements

What is the key to realizing this potential that volunteer tutors are said to possess? Moving beyond the traditional pre-service workshop training model, there is not a lot of literature providing possible solutions to this problem of ineffective training. The majority of the literature relating to volunteer training dates back to the 1980s or 1990s, and little current research has been done. Some suggestions have been made, however, for improving the quality of tutor training in nonconventional ways. Schlusberg (1995) noted that most programs do not have any sort of follow-up mentoring or supervision, but goes on to describe a current model that shortens the number of training hours, providing instead hours of supervised instruction or observation of instruction, with follow-up training after this to complete the training. Ziegler, et al. (2009) suggest that because of

the wide range of experiences that volunteers bring, independent study may be a solution to providing relevant, appropriate training. They suggest taking advantage of free resources available electronically for reading practitioners interested in improving their level of knowledge. One online resource providing electronic training is the Minnesota Literacy Council, which offers free online trainings for teachers of ABE and ESL on a variety of topics. However, the resources providing alternatives and suggestions for training tutors are extremely limited and in need of additional research.

Job-Embedded Training

While research regarding volunteer training has been relatively stagnant and has shown little change over the past couple of decades, there is significant current research regarding teachers in K-12 classrooms, particularly pre-service teachers enrolled in university teaching licensure programs. There is research supporting the idea of job-embedded training, that is, providing continual opportunities for growth while engaged in a teaching position. According to the experts, this method of situated professional development has been shown to be more effective and cause more positive changes than attending short workshops (Sherman et al, 2006; Joyce and Showers, 2003). Research has also shown that when pre-service or in-service teachers discuss their work with other colleagues in a shared context, they are able to grow as teachers through increased insight regarding their beliefs and the choices they make in their classrooms. In addition, this time of shared professional conversation has been found to positively impact teachers in their ability to understand the effects of these decisions on their students' learning (Danielson, 2009; York-Barr, Sommers, Ghere, & Montie, 2006; Stanley, 1998).

Through my research, I decided to pursue the possibility that this sort of job-embedded training could be helpful for volunteer teachers as well as professional and in-service teachers.

Teacher Reflectivity

In addition to job-embedded training, the idea of teacher reflectivity is one that has been studied in regard to professional and in-service teachers. In order to study the topic of reflectivity, it was first necessary to define the concept.

Definitions of Reflection

Although reflection has only been extensively studied in North America in the last couple of decades (Stanley, 1998), the concept of reflection by teachers is not a new concept. Dewey first released work on his understanding of reflection in 1933. According to Dewey, reflection involves actively, persistently, and carefully considering practices and beliefs while taking in to consideration the reasons that support it, as well as further consequences that result (Stanley, 1998). Stanley also notes that reflection involves emotions, passions, and intuitions, as well as logical thinking processes (Greene, as cited in Stanley, 1998).

Various researchers have attempted to define reflection and its role in a teacher's professional growth. Reflection by teachers has been identified as a process that is essential to the development of a teacher's skills (Larivee, 2008). Alger (2006) states that "reflective inquiry should lead to continuous professional development" (p. 288).

Definitions of reflection are diverse. According to Husu, Toom, & Patrikainen (2008), reflection is a process of self-examination and self-evaluation in which teachers

should engage regularly in order to interpret and improve their professional practices. According to Dewey (1933), the process of reflection takes time to do well, because it is complex, rigorous, and intellectual as well as emotional (as cited in Husu et al., 2008). Hatten and Smith define reflection as thinking deliberately about action with the goal of improvement (1998, as quoted in Alger, 2006). Larivee (2008) states that systematic reflection is a way for teachers to take control of their teaching lives. This conglomerate of definitions alludes to the benefits of practicing reflectivity for teachers.

Stages of Reflection

A great deal of research has observed that reflection is a skill that is developed, and that most teachers progress through a series of stages of reflectivity. A variety of different labels have been given to these levels of reflectivity. Larrivee (2008) states that there is no common language that is used to describe these states, but rather, a variety of different terms that have been chosen by different researchers in the effort to find appropriate labels. Larrivee (2008) observes that all of these labels depict approximately the same process, with the following levels being identified:

1) An initial level, focusing on teaching functions, actions, or skills, in which teaching episodes are generally considered isolated events;
2) A more advanced level, in which teachers consider the theory and rationale for their current practice;
3) A higher order where teachers examine the ethical, social, and political consequences of their teaching, grappling with the ultimate purposes of schooling (p. 342).

Larrivee (2004) went on to suggest the following terminology for the stages of teacher reflection: *pre-reflection, surface reflection, pedagogical reflection, and critical reflection* (as cited in Larrivee, 2008). According to this framework, when teachers are at the first level, *pre-reflection,* they react automatically, with knee-jerk reactions, without thinking about possible alternatives to their decisions. At the second level, *surface reflection,* teachers focus on "what works," thinking about strategies and methods to reach predetermined goals. The third stage, *pedagogical reflection*, is the stage at which teachers "apply the field's knowledge base and current beliefs about what represents quality practices" (p. 343). At this level, teachers are able to reflect on their goals as teachers, current theories, and make connections between theory and practice. The final level identified by Larrivee, *critical reflection,* is where teachers reflect also on the "moral and ethical implications and consequences of their classroom practices on students" (p. 344). Critically reflective teachers focus both on their own practice, but also on the outside social conditions involved, thinking about issues such as social justice. In order to get to this stage, teachers must engage in self-reflection, examining their personal beliefs and values. According to Larrivee, this process of development is not a linear process, where teachers progress neatly from one stage to the next, but rather, that it is a process where teachers may reflect at a variety of levels simultaneously (2008).

Stanley (1998) suggested another series of stages. In this framework, reflective teaching practice consists of the following levels: (a) *engaging with reflection,* (b), *thinking reflectively,* (c), *using reflection,* (d), *sustaining reflection,* and (e), *practicing reflection.* Stanley reiterates that these are not a formal progression, but that teachers

may reflect in a particular phase at a specific point in time or with various situations. Stanley suggests that teachers may struggle to advance beyond the first stage of *engaging with reflection* because of issues of self-esteem, stating that one needs to have a healthy sense of ego to let oneself and one's work be put under the microscope. When teachers have stabilized personal, profession, and contextual factors, they are able to progress to the next stage, *thinking reflectively*. Stanley observes that many teachers at this stage merely think back on what happened and describe it. However, with practice, teachers may advance to the *using reflection* stage. At this stage, teachers begin to understand the process better and discover what methods and strategies work best for their practice. With time, they may continue to advance to the *sustaining reflection* stage, although at times teachers may find emotional reactions to reflection and have to deal with emotional reactions to what they are discovering about themselves. The final level, to which Stanley feels teachers should strive, is known as *practicing reflection*. This is where reflection becomes an integral part of practice.

Guiding Teachers in Reflection

Clearly, learning to reflect is a process, one in which teachers must make a conscious effort to improve in order to become more effective teachers. It also is important that teachers take the time outside of the actual teaching process to engage in reflection. Schön (1983, 1987) described levels as "reflection-in-action" and "reflection-on-action," distinguishing between the thought and reflection that take place while teachers are actually in the classroom, as opposed to post-lesson reflection. (as cited in Stanley, 1998). Schön suggested that teachers who engage in more reflection-on-action,

after the fact, will be able to become more reflective and effective teachers as they are actually teaching, but that this is a skill that must be developed. A “meta-position” perspective must be found from outside the situation, according to this view (Larrivee, 2008).

According to the literature, reflection is not an automatic skill that teachers engage in naturally (Stanley, 1998; Larrivee, 2008). Richards (1994) suggests that without conscious effort, teachers may simply let the momentum of the day carry them rather than intentionally going deeper. Teachers may find it helpful to engage in a variety of activities that allow them to arrive at a deeper level of reflection. Husu, et al. (2008) suggests that by guiding teachers in the process of reflection, they can be encouraged to engage in deeper critical reflection, which may create better teachers. Richards (1994) suggests a number of procedures including teaching journals, lesson reports, surveys and questionnaires, audio and video recordings, observation, and action research, all of which allow teachers to reflect on their own teaching.

The research I have discussed indicates that myriad sources confirm that reflection is extremely helpful, if not essential, to the development of teachers in their craft, this research focuses on teachers who are professionals. Resources regarding the professional development of volunteer teachers of ESL are difficult, or even impossible, to come by. Reflection by volunteer teachers is the area upon which I will be focusing in my research.

Need for Research

As this chapter indicates, it is clear that the need for instructors of adult ESL is growing, as the number of immigrants in the United States, and on a smaller scale in Minnesota, increases. Community ESL programs are often a means for adults to engage in learning English, and many of these programs are supported or even taught exclusively by volunteers. However, the training of volunteers is an area that has not been widely studied. Currently, the majority of volunteer trainings consist of an introductory training of around 10 hours, after which the volunteers are released to teach, using the skills they have absorbed in this short time and their own common sense, with little to no follow-up or staff development. It has been demonstrated that ongoing training really is more helpful, both for volunteer teachers and professionals (Schlusberg 1995). Studies of university pre-service programs for K-12 teachers have indicated that reflection by teachers is extremely helpful for teachers' professional development. However, staff development through reflection by volunteer teachers is a topic that appears to be virtually untouched. This is a gap in the research that I would like to address through my study. I hope to do this by determining whether volunteers engaging in guided reflection can learn to become more reflective teachers. In addition, I would like to develop methods so that these volunteer teachers can be supported in constantly reflecting and improving in their teaching as well. The next chapter will present the methodology that I used to determine the answer to these questions regarding the effectiveness of volunteer teacher reflectivity.

CHAPTER THREE: METHODOLOGY

In the previous chapter, I discussed the literature available regarding adult ESL classes, volunteer teachers and their training, and teacher reflectivity. As I pointed out at the end of the chapter, there is a dearth of research available regarding ongoing staff development in teacher reflectivity for volunteer ESL teachers of adults. While there is abundant literature demonstrating the importance of reflectivity by formally trained ESL teachers, there is virtually no information available regarding reflection by volunteer teachers. Through this research, I wanted to determine how ongoing, intentional reflection on learning and teaching affects the development of volunteer adult ESL teachers. I would like to answer the question of whether engaging volunteers in lesson planning and guided reflection exercises can enable them to become more connected with the learning that is taking place, and hopefully, by extension, improve their practice. This chapter presents the methodology and procedures that will be used to determine the answer to this question.

I conducted qualitative research with three new volunteer teachers participating in an adult ESL program at a local church. The students in this program all spoke Spanish as their native language. I used a variety of tools to guide the volunteers in the process of reflection. A lesson planner asked volunteers to think about their objectives and the activities that would support this learning. A post-lesson reflection enabled volunteers to reflect on the lesson after they had finished teaching and to think about whether their

objectives were met. These tools, as well as a personal interview and focus group meeting, allowed me to assess and measure volunteers' growth as teachers.

A potential benefit of this study was that these tools served a twofold purpose. Not only did they serve as an impetus for professional growth on the part of the volunteers, but the tools employed by the volunteers also functioned as windows into their thinking and their development as reflective teachers.

Research Paradigm

I have chosen to use a qualitative research paradigm for my study. Mackey and Gass (2005) defined *qualitative research* as "research that is based on descriptive data that does not make (regular) use of statistical procedures" (p. 162). Several of the common descriptors of qualitative research, as given by Mackey and Gass, are the following:

- Rich description – Careful and detailed descriptions are used by researchers.
- Natural and holistic representation – Individuals and events are studied in their natural settings.
- Few participants – There is less concern about generalizing and more focus on working intensively with those who are participating.
- General and open-ended research questions – Hypotheses may be generated as a result of research rather than in the initial stages of study.

Before beginning my research, I analyzed the situation and determined that qualitative research was the best method for this particular situation. First of all, the number of participants is small enough that quantitative research would have been

virtually impossible. As stated above, qualitative research is much more suited for these small numbers. In addition, it would be extremely difficult to quantify the reflections of the participants without losing the soul of the activity. Open-ended journal entries and questionnaires work well for a qualitative study. In addition, interviews and focus groups are a qualitative form of study that enabled me to connect with the volunteers and find the insights that I needed. Finally, I suspected my analysis would be an evolving process over the course of this study. In addition to helping the volunteers to develop as teachers, additional insights and information allowed me as the researcher to form new understandings and observations on their reflectivity as teachers. For all of these reasons, qualitative research was the preferred choice for this study.

This study also may be considered a case study, which Mackey and Gass (2005) define as providing detailed descriptions of specific learners within their learning setting. The advantage, according to Mackey and Gass, is that it allows the researcher to focus on the individual, rather than on a group as a whole. Because of the small number of participants at this early stage in the development of the ESL program, this seemed to be an appropriate paradigm as it allows me to work individually with the participants and see each of their situations as separate entities.

Setting

This study was conducted in an adult ESL program being hosted by a local church in a first-ring suburb in a metropolitan area in the Midwest. While the overall size of the church was large, with approximately 1500 members, the Spanish-speaking congregation was small, with approximately 40 weekly attendees, because the ministry had begun

holding church services in March of 2009, approximately one year before the study began.

During the course of the study, the ESL classes were held once a week on Sunday mornings before the church service began, an arrangement that facilitated transportation and timing for busy people. This time proved to be very convenient for a number of the participants, as childcare was available and a couple of the participants did not drive. With this set-up, families were able to come just once a week, attending both ESL and the 10:30 church service.

Participants

The participants in this study consisted of three volunteers, all of whom were fluent English-speaking women from the church. Two of the women were middle-aged while one was in her late 20s. Each of these women was matched up with an adult couple from the congregation. *(See Table 3.1 for additional information on the participants in the study.)*

Table 3.1

Participants in the Study

Pseudonym	Approximate Age	Experience in Education
Leah	Late 20s	No
Ellen	Middle-Aged	No
Joanne	Middle-Aged	Yes

The students were three Hispanic couples who were part of the Spanish congregation. Two of the couples were from El Salvador and one of the couples was

from Costa Rica. Ages of the students ranged from approximately early 20s to early 40s. The English level of the students varied. Before the course began, students were given an assessment that was provided with the *Ventures* curriculum, in order to determine their levels and instructional needs. Levels of the curriculum ranged from 1-4. The results showed that two of the three couples tested at the same level, with one couple testing at level 1 and the other at level 2, which made for convenient grouping. The third couple tested at different levels 2 and 4, but agreed to study at the lower level in order to be in a group together. However, after one week it was clear that two of the men were much higher, with more dominant personalities than their wives, as the two men had worked outside the home and had more spoken English skills. They seemed to overwhelm their wives and stifle their participation in class. Seeing the need for a change, I rearranged the groups to have one pair of women and one pair of men, both studying at level 2. This appeared to allow the women to feel more comfortable thinking and taking risks without their husbands interrupting. The couple at level 1 continued to learn in a third group.

These participants agreed to participate in the ESL class as volunteer teachers and students. Other students and volunteers later expressed interest in participating in the ESL programs as well. However, the decision was made that the expansion of the program could only take place once a basic system had been established and the study had been in session for a period of time.

Timeline

This study took place over the course of nine weeks in the summer of 2010, with volunteers teaching weekly lessons and reflecting after each lesson on their teaching.

Each lesson was one hour long. The number of lessons varied among the three groups, with one volunteer teaching nine lessons and another teaching only five. Volunteers emailed me their reflections weekly, and I responded with comments before the next lesson. About halfway through the study, I met with each volunteer individually for an interview. At the end of the study, I met with all three volunteers together for our concluding focus group.

Procedures

I used several different research techniques in this study. A lesson planner, post-lesson reflection, unstructured interviews, and a focus group were used to determine the volunteer teachers' levels of reflectivity, as well as their growth as teachers. Volunteers were asked to complete these activities immediately after the lesson if possible, in order for it to become a regular part of their routine. I responded with comments to each journal before their next lesson. The activities were designed to provide immediate reflection that was not too time-consuming for the volunteer teachers as the goal was to provide a tool that volunteers would choose to use in the future, even when they weren't obligated to do so.

Pre-Lesson Planning

Before each lesson, volunteer teachers were asked to spend a few minutes thinking through what they would be teaching. Parrish (2004) noted that sometimes the themes and activities in a textbook determine the objectives for the day, as was the case with these volunteers. The identification of their objectives and plan was provided in the teacher's manual, which very clearly spelled out the steps of the lesson. However, even

in this case, it was important to plan ahead. Based on a protocol provided by Parrish (2004), I developed the following lesson planner that volunteers were asked to complete before they taught their lesson (See Appendix A):

1. What will students accomplish in this lesson? (Objective)
2. What language is needed to meet the objectives? (Vocabulary, grammatical form)

Because the majority of the activities were listed in the teacher's manual, and because I felt it was very important that this procedure be usable and not burdensome to the teachers, I did not ask them to list every activity they would be doing with the students. However, the lesson planner did contain a *Notes* section in which some volunteers chose to write down the order of activities.

Post-Lesson Reflection/Dialogue Journals

After the lesson, volunteers were asked to engage in a short session of guided journaling, known here as the post-lesson reflection. Richards (1994) defined teaching journals as written or recorded accounts of teaching experiences. Richards observed that keeping a journal serves two purposes:

1) Events and ideas are recorded for later reflection.
2) The process of writing itself helps trigger insights about teaching, as a sort of discovery process.

Parrish (2004) suggested that journaling allows the opportunity for teachers to see the development of thought processes regarding teaching and learning. Parrish also suggests that this journaling may be a solo endeavor, or that it may be a joint process with

a peer or a mentor in a process called dialogue journaling. I chose to use dialogue journaling for my study. In this case, volunteers emailed me their lesson planner and post-lesson reflection each week, and I responded back with comments related to what they had written. Volunteers discovered that this was an opportunity to receive answers to questions, as well as receive feedback about the process.

Rather than having the participants journal freely on the topic of their choice, I determined that providing the volunteers with some guidance would be a helpful step in facilitating growth and reflection. Richards (1994) provides a list of reflection questions for journal entries. With the help of these questions, I developed a few questions that I believed would be helpful for these volunteer teachers as they engaged in their journaling. Each week after their lesson, volunteers were asked to briefly journal on the following questions (See Appendix B):

1. What was the lesson objective for the day?
2. How successful were learners at meeting the objectives? What evidence do you have to prove this?
3. What part of the lesson was the most successful? Why?
4. What is one change you would like to make for next time?

It was my hope that by engaging in this brief session of reflection, volunteers would grow in their ability think about their teaching, and make positive changes to their future teaching as a result.

Interviews

At the mid-point in the study, I engaged in unstructured interviews with my volunteer teachers. Mackey and Gass (2005) differentiate between structured and unstructured interviews, noting that while structured interviews consist of a set list of questions that are asked of all participants, unstructured interviews may more closely resemble natural conversations. In addition, unstructured interviews' outcomes are not limited by the researcher's preconceived ideas. Mackey and Gass suggest that interviews can be useful in determining learners' perceptions and attitudes. I believed that by speaking with my volunteers in a natural way, I would be able to gain an understanding of how they were developing as teachers. In addition, these informal interviews allowed me mentor and provide suggestions to the teachers.

Because these interviews were unstructured, the questions varied. Here are some of the questions I asked teachers:

1. How are you feeling about your classes?
2. What is one success that you have experienced?
3. What are some challenges you have faced?
4. What are some areas you feel you have grown as a teacher?
5. Is there anything I can help you with?

I recorded these interviews and transcribed them in order to carefully analyze their content. I used this information to analyze the volunteers' growth as teachers.

Focus Group

At the end of the study, I arranged for a time to meet with all three volunteers together. This was a sort of concluding event in which we enjoyed some treats that one of the volunteers had brought, and took the time to reflect together about what they had experienced and learned. I asked some questions of the group and the students took turns responding. Just as in the interviews, I recorded the focus group and transcribed it for better analysis.

Data Analysis

The analysis of the teachers' lesson planners and journal entries was my primary source of data in determining the volunteers' level of reflection and how it was affecting their ongoing development as teachers. I began by analyzing the volunteers' understanding of objectives (Appendix C), then analyzed each post-lesson reflection to determine the stage of reflection, using the protocol I developed based on Stanley's model (1998) (Appendix D).

While I began with Stanley's protocol, it is important to note that I made some changes to make my rubric usable for my purposes. I used as a base the scale of phases that are used to rate the level of reflection. This ranged from a beginning "Engaging with Reflection" stage, passed through "Thinking Reflectively," "Using Reflection," and "Sustaining Reflection," and ended with a very high-level "Practicing Reflection." The goal is that a teacher will begin to progress through these levels as they develop their ability to be reflective teachers.

I also took ideas and elements from Stanley's rubric for my categories, but I diverged quite a bit from the characteristics listed by Stanley. While Stanley looked at characteristics such as "Contextual Factors," "Issues" and "Responses," I looked at specific elements related to my study. For example, I evaluated volunteers' Post-Lesson Reflection by looking at the level of reflective thinking in the objective, their written evidence of meeting the objective, and thoughtful changes for future lessons. I also created separate rubrics to analyze the lesson planner and the unstructured interview, also taking Stanley's concept into account but adapting the categories to meet my needs.

In this analysis, I began by examining the volunteers' lesson plans, looking to see if their objectives were clearly written and if their language goals matched the objectives. I evaluated volunteers' objectives based on clarity and the connectivity of the objectives to the expected language output. I rated both of these categories on a scale of 1 to 5. In the case of the Objectives category, 1 would mean that "Objectives are very unclear," 3 would mean "Objectives are somewhat clear," and 5 would mean "Objectives are very clear." In the Connection category, 1 meant "Objectives are not at all tied to the expected language output," and 5 meant that "Objectives are directly tied to the expected language output." (See Appendix C).

Later, I examined their post-lesson reflections. I began by analyzing whether the teacher had identified evidence of meeting (or not meeting) the objective. In this category, a 1 was shown to be "Journal entry shows no evidence of whether or not the objective was met," and at the other end of the spectrum, 5 was "Journal entry gives a

well-pondered answer that demonstrates a deep understanding of whether or not the objective was met and why, as well as ideas for improvement in the future."

Next, I analyzed the responses to determine what level of reflection they appeared to show. I examined whether there was growth in the ability of the volunteers to provide evidence showing whether or not the objectives were met. In the Reflection category, 1 was marked as "Journal entry is completely lacking in reflective thinking." A rating of 3 was described as "Journal entry shows some evidence of creative responses to reflection. May examine some larger systemic issues as well as classroom realities." 5 required that "Journal entry shows evidence that reflection will lead to positive action in future lessons."

Finally, I looked to see if the reflection had led the volunteer to think of positive changes that could be implemented in future lessons, with 1 being "Journal entry gives no changes for future lesson," and 5 being "Journal gives thoughtful and realistic changes for future lessons, clearly-tied to the current lesson and reflection." I completed the rubric to analyze the lesson planner and guided journal entry for each lesson that each volunteer taught (See Appendix D).

I also analyzed the volunteers' informal interviews, in order to look for general themes that emerged. My hope was that by analyzing the volunteers' responses, I could discover a trend of growth in their level of reflection as they moved from being new teachers to more seasoned teachers. I filled out a rubric evaluating the volunteer's current level of reflection, based on Stanley's framework, giving numerical values as in the previous two sections. In this case, 1 signified "Interview with teacher appears to be

completely lacking in reflective thinking," and 5 signified "Teacher shows evidence that reflection will lead to positive action in future lessons."

In addition, I evaluated the level of value that each volunteer placed on the reflection process they had been asked to complete during the study. 1 meant that "Teacher seems to find absolutely no value in reflection process," and 5 meant "Teacher shows clear understanding of the reflection process and can articulate its benefits." (See Appendix E).

Finally, I analyzed the focus group responses of the volunteers. I did not rate the responses with numerical values but rather noted significant comments and trends that emerged in a more anecdotal fashion (See Appendix F).

Verification of Data

Mackey and Glass (2005) define *triangulation of data* as using multiple research techniques and multiple sources of data in order to explore the issues from all feasible perspectives (p. 368). They add that triangulating data can aid in credibility, transferability, confirmability, and dependability in qualitative research. By using a variety of tools, including written lesson planners and journals, personal interviews, and a focus group, I gathered data from multiple sources and hoped that my multiple methods would lead me to the same conclusion about volunteers' levels of reflectivity.

Ethics

This study employed the following safeguards to protect participants' rights:

1. This study was submitted to the human subjects review before any research took place.

2. All participating volunteer teachers and students were given an informed consent form.
3. Participants were given an informed consent form in English and asked to sign their approval.
4. A verbal explanation accompanied this form.
5. Pseudonyms were used for any research that was stated, and no identifying information was included in the study.
6. Data was kept secure and private.
7. Participants were given the option to drop out of the study if they chose to do so.

Conclusion

In this chapter, I described the methods that I used to determine whether volunteer teachers in an adult ESL program could be guided to become more effective teachers through the process of reflection. I used the methods of journaling, lesson plan analysis, and interviews to analyze volunteers' levels of reflection. In Chapter 4, I will provide the results of this study and analyze the data.

CHAPTER FOUR: RESULTS

The purpose of this study was to determine whether guiding volunteer ESL teachers through purposeful planning and journaling would help them to become more reflective about their own teaching. I sought to determine how ongoing guided reflection on teaching and learning affects the ability to reflect on teaching by volunteer ESL teachers of adults. In this chapter, I report on the results of this study. I first discuss the volunteers' planning and post-lesson reflections. Next, I report on participants' individual interviews. Finally, I share the results of the focus group that I conducted with all three volunteers together. Once I have provided the results, I analyze volunteers' level of reflectivity using a rubric I developed based on Stanley's (1998) framework for teacher reflectivity.

Lesson Planner

The three volunteer teachers who participated in the study taught between six and ten ESL classes, depending on their availability on the Sundays when classes were given. Using the rubric shown in Appendix C, I analyzed each lesson planner for each volunteer and created a table illustrating the level of clarity in the objectives, as well as the clear connection of the activities planned to the objectives that were stated. (See Table 4.1)

Table 4.1

Lesson Planner Evaluation

Volunteer	Element	Lesson Number								
		1	2	3	4	5	6	7	8	9
"Leah"	Clarity	4	4	3	4					
	Connection	4	4	4	4					
"Ellen"	Clarity	3	4	4	4	3	3			
	Connection	4	3	4	2	4	3			
"Joanne"	Clarity	4	3	4	5	3	5	5	5	5
	Connection	3	2	3	5	4	5	5	5	5

According to these results, it appears that the volunteers began the process with a fairly good sense of how to write objectives and activities related to the objectives. In Leah's case, while she began by writing fairly clear objectives, there is no obvious improvement shown in the four lessons for which Leah submitted lesson plans. (It may be noted that Leah actually taught two more lessons, but she did not submit the paperwork for these.) Leah's planners were very concise and very precise. For example, in lesson 1 she wrote, "Students will learn how to describe clothing using the correct adjective order. Students will learn how to talk about what people are wearing (simple Q&A)." She also successfully tied her objectives to the language features, which she identified in the first lesson as, "What is versus What's (Contractions)" and "Adjectives:

size (small, large, short, long); color (black, blue, brown, green, etc.); pattern (checked, plaid, striped)." This shows that she was very capable of engaging in this activity. I gave her a 4 on this first lesson, leaving the possibility for some improvement but acknowledging her success.

Ellen stayed fairly constant with 3's and 4's, although there was one lesson where she dipped to a 2 in the Connection category, describing minimal activities with very little connection to the objectives. In this case, she had identified a number of objectives that included contractions, the verbs "to be" and "to go," as well as learning more vocabulary about personal information and reading skills to personal information. However, her language features that were identified only referred to personal information, mentioning "Language associated with personal information such as ID, middle name, signature and titles such as Mr. and Mrs." Any language related to the first two objectives was omitted. For this reason, she was given a 2 in the Connection category on this lesson.

Joanne, however, showed very notable improvement, starting with 3's and 2's in the first few lessons and progressing to all 5's in the last four lessons. Joanne's additional lessons seemed to be very helpful, and through practice she improved in her ability to write objectives and related activities. This growth was notable. For example, in her second lesson, Joanne incorrectly identified vocabulary cards and a chart of adjective order as language objectives. This earned her a 2 in the Connection category. I responded through the dialogue journal and gave her guidance in these areas. It appeared that this made sense to her, because her last lesson showed her mastery of the skill. She

identified the categories, such as “new irregular past verbs,” then listed examples, such as “do/did, get/got, make/made.” Joanne clearly was responding both to the vocabulary and grammatical form parts of the question. These results were clearly connected to the objective she had listed above, being “Students will be able to learn and use more irregular past verbs.” Her clear responses earned her two 5’s for this lesson, as well as in the majority of her later lessons.

Post-Lesson Reflection

When volunteers had finished with their lessons, they were asked to fill out a post-lesson reflection and email it to me. I responded to each of their lessons with comments, answers to their questions, and points for them to consider in future lessons. In this section I will present my analysis of the volunteer teachers’ reflections, using a rubric also based on Stanley (1998). (See Appendix D.) I will evaluate the stage of reflection for each post-lesson reflection in three categories: Objective, Reflection, and Changes. The Objective category shows the teacher’s level of awareness of whether the objectives were met in the lesson, as well as the evidence of whether or not the objectives were met. The Reflection category assesses the depth of thinking about the lesson. The Changes category analyzes whether the volunteer shared positive changes for future lessons, and if these changes are tied to the current day’s lesson and reflection.

Table 4.2

Post-Lesson Reflection Evaluation

Volunteer	Element	Evaluation of Lesson Planner for Lessons 1-9								
		1	2	3	4	5	6	7	8	9
"Leah"	Objective	1	2	2	3					
	Reflection	1	3	3	3					
	Changes	2	3	3	4					
"Ellen"	Objective	3	2	4	3	3	2			
	Reflection	4	4	4	3	3	2			
	Changes	4	3	2	3	3	2			
"Joanne"	Objective	5	3	5	4	5	5	4	5	4
	Reflection	5	3	3	4	5	5	4	4	4
	Changes	5	4	3	4	5	5	4	4	4

The volunteers showed a variety of levels of reflectivity in their post-lesson reflections. Leah's reflections were very minimalistic, providing the most basic, concise responses possible, and as a result, her reflections never advanced past level 3 in any of the three categories. Her first lesson demonstrates a low level of reflection. When asked to describe her learners' success at meeting the objectives, and to identify evidence of meeting the objectives, Lisa's response was, "Not successful for the above objective for lesson B. Successful at lesson A." She did not provide any evidence. As a result, she earned a 1 for the Objectives category.

Leah's responses improved, and by her fourth lesson, she was earning a 3 in Objectives, with responses such as, "[Eliud] very. [Jorge] did it when looking at the board. Did not while looking away from the board. Dependent on written cues. Need more listening comprehension." She did not provide any response to the question of what part of the lesson was most successful.

Lisa did provide some thoughtful changes, earning a 3 with, "Have a backup plan. Have visual materials outside the book for applying the principles/lessons from the book." She earned a 4 with "Listen to it. Do not write it all out. Do ALL from memory so not dependent on reading it. Just memorize it rote. Have visuals." Lisa showed that she was a thoughtful person and was thinking about her teaching as she was filling out the reflections. However, because she turned all of her reflections into me at the end of the teaching session, my responses were not able to be applied to additional lessons.

Ellen began with reflections that were very thorough and fairly reflective; however, as the time wore on she seemed to tire and began to write shorter entries that demonstrated less reflection. In her earlier lessons she earned 4's in the Reflection category, in one case commenting that she was surprised that the students had a hard time with *his* and *her*, and suggesting that she may need to address it as an ongoing issue since the English pronouns are nothing like the cover-all pronoun *su* in Spanish. For future changes in this same lesson she earned a 3, stating that she would be preparing more material for future lessons because of the fast pace at which they were moving, and that she would try to gauge whether the structures in the material were being committed to long-term memory by reviewing past lessons with the students.

One shortfall of Ellen's reflections was that she spent a lot of time stating simply what had happened during the class. For example, she stated that her student was successful, but then offered as proof that she had already been familiar with many of the words, and had written the words down in her personal dictionary. This lacked any real proof and this earned her a 2 for Objectives. In the same lesson she stated that she had no real changes to make, but that it was hard to know how fast to move forward, and commented that they would take it a day at a time, earning a 3 for Changes.

Of the three volunteers, Joanne seemed to best grasp the idea of reflection on her teaching. Her first reflection scored all 5's, the highest level possible. She earned a 5 in Objective by identifying that both students were able to describe people as depicted in a book and in department store ads. She stated that they could select written descriptive words and could verbalize descriptions. This was a very specific, thorough evaluation showing direct proof that she was observing and identifying success.

In the Reflection category, Joanne was also very successful. She provided a variety of reflections, including a description of an activity with color-coded vocabulary cards, which enabled the students to select words to describe people in pictures. She mentioned how the color-coding allowed them to group the words that were similar in meaning. She commented more in the Final Notes section, describing the interactions between her two students and the ways she had to monitor this as a teacher to make sure that both were given the chance to participate although they were at different levels. These detailed, thoughtful responses earned her a 5 in Reflection.

Finally, Joanne was very thoughtful in thinking of changes she would make for future lessons. She commented on a variety of thoughts, such as the fact that she would differentiate the future lessons to accommodate the needs of both students. She also commented that she realized she had been speaking too rapidly for the less-confident student, and that by speaking more slowly and using gestures, she had begun to make her speech more comprehensible. She stated that this was a change she would make for the future. She earned a 5 for the Changes category on this lesson as well.

In the second and third lessons Joanne dipped into a few 3's, with a 3 in both Objective for "Students were able to describe both themselves and people in pictures and newspaper ads, and to identify individuals based on descriptive words." However she did not state how successful they had been or provide specific evidence.

However, all of Joanne's final 6 lessons were in the 4's and 5's, the categories of Sustaining and Practicing Reflection. Joanne gave a variety of evidences based on different activities that the students were successfully able to complete. She thoughtfully shared what happened, as well as sharing the significance and implications for future lessons. Joanne took the advice from my written responses to improve later lessons and reflections. The difference between the quality in these three volunteers' reflections is drastic.

Interviews

At a mid-point in the study, I met with each of the three volunteer teachers to conduct a recorded interview regarding their teaching experiences and the process of reflection. In analyzed this interview based on two categories. The first, Reflection,

analyzes the level of reflection that the interviewee showed in the interview. The second, Value, evaluates the level of value that the interviewee places on the reflection process. The results of the interview are listed in Table 4.3.

Table 4.3

Interview Evaluation

		Evaluation of Mid-Point Interview
Volunteer	Element	
"Leah"	Reflection	3
	Value	4
"Ellen"	Reflection	2
	Value	2
"Joanne"	Reflection	4
	Value	5

Leah began her interview by explaining to me what had taken place with the classes she had taught. She was very literal, telling me who had come and what she did. She did make some reflective comments; for example, she observed that her students were able to complete the activities when they were reading the board, but when they turned away, they did not know the language well enough to complete the activities. She noted that she needed to lead them to a place where they were comfortable speaking without relying on the board or on the book, or that they wouldn't do it in real life. Her

level of reflection was rated as a 3, Using Reflection, meaning that she showed some evidence of creative responses of reflection.

Leah's assessment of the value of the reflection process was interesting. Her actual reflections were fairly minimal, and she waited until the end of the study to send them all in to me. Her actions suggested that she had a low view of their value. However, in her interview she expressed that she had found the process to be beneficial. While she commented that they were "kind of annoying" to complete, she admitted that one week she had "forgotten" to do the pre-lesson planner and had noticed a huge difference in her ability to teach. She said that without the planner, it was hard for her to tell if the students had met the objectives. She also remarked that she had liked the post-lesson reflection more than the planner because she found it to be easier. She stated that there were times that she thought she knew the answer to the question, but when she actually had to write it down she discovered that she didn't know the answer as quickly as she thought she would. She closed by telling me that even if she never went back to read them, writing down her reflections helped her to remember changes she wanted to make for future lessons. Her assessment of the value of the reflection was rated as a 4, Sustaining Reflection, meaning that she articulates positive outcomes of the reflection process.

Ellen's interview began with a description of her teaching experience. She made very basic observations about how she knew learning was taking place, such as student making notes in a notebook. She also mentioned that one of her students had been able to apply her learning to real life, filling out a registration form for the first time. Her

comments were simply statements of what had taken place, so her level of Reflection was rated as a 2, Thinking Reflectively, meaning that she described what happened and how she felt about it.

Regarding the value of the reflection process, Ellen stated, “Well, probably in the future I would just do it in my head,” seeming to demonstrate through this statement that she was not convinced of the value of the reflection process. However, she did go on to state that she enjoyed the process because she could communicate better in writing than verbally. Ellen also mentioned that she liked that she could do it at “any old time.... I could do it at 11:00 at night if I wanted.” Regarding my feedback to her reflections, she admitted that she was surprised because she hadn’t thought she would need the feedback. “But your comments actually were helpful.” Ellen’s analysis of the value (or lack thereof) of the reflection process was rated as a 2, Thinking Reflectively, with a descriptor of “Teacher seems to find some small value in the reflection process”.

Joanne was once again a different story, earning higher reflectivity marks than her peers. She began by providing me with some rather reflective observations about what she had learned about the adult language-learning process. For example, she commented that some of her students seemed to know more English than they actually proved to know when they went through grammar exercises. “It’s a lot easier to know vocabulary words than it is to know how to use it correctly in a sentence.” She also mentioned that she had learned she had to slow down her speech, although she remarked that it was difficult to know if the students felt she was talking down to them, and that she wanted to speak to them as adults at their level. Her level of reflection was rated as a 4, Sustaining

Reflection, meaning that she shows increased reflection and may be dealing with some problematic pedagogical or political issues.

Of the three volunteers, Joanne's assessment of the reflection process was the highest. She commented that the lesson plans really helped her to focus on what she was going to do, rather than "flying by the seat of [her] pants." She added, "I think that by putting lesson plans down, even when you're using a curriculum, I think that you think ahead, you look and see what's in the curriculum, find ways to augment and to supplement it." According to Joanne, there were times in which she remembered that she had written about changes for later lessons, and when she later came to a similar situation, she remembered the reflection and was able to correct what had been a problem earlier. Joanne did remark that at times writing down the reflections could become "tedious," but claimed that she had gone overboard, and that although it might be difficult to maintain the habit of writing lengthy reflections, shorter reflections could be beneficial. Joanne's glowing review of the reflection process received a 5, Practicing Reflection, described as "Teacher shows clear understanding of the reflection process and can articulate its benefits."

Focus Group

On the final day of the study, I met with all three volunteers for a focus group discussion of their experiences teaching and the reflection process. It appeared to be a satisfying experience for all three volunteers to sit down together and talk about what they had learned and what had taken place during their classes. I was surprised to find that by bringing the three volunteers together, they became more reflective and gave me

more profound comments than when I talked to them individually. This lends itself to the idea that peer discussion and debriefing can be very valuable.

I began by asking the volunteers what they had learned through the process. Joanne commented that she learned to speak more slowly and look the students in the eyes to check for understanding. Leah shared that she had begun using the book as "a guide for effective learning rather than as the primary tool." Ellen made an interesting observation. "I have learned that I cannot assume from just knowing the person and speaking to them what they do and don't know."

Next, I asked the volunteers how they could tell that their students are learning. Leah began by stating that she could tell students were learning when they began to use words that were not in the book to complete a pattern they were learning. Joanne shared that she had observed that students would help each other when one understood and the other did not. Deanna mentioned the importance of applying learning to real life. Joanne added that completion of homework can be an indicator of learning.

Next, I asked the volunteers to share what they felt had not worked out as well as they would have liked. Leah instantly spoke up, saying that she would have liked more collaboration with the other volunteers, and the other volunteers chimed in to agree. Joanne mentioned how it was difficult having students of very different levels, a problem that she had at the beginning before the classes were rearranged. Ellen and Joanne both mentioned that the teenage daughters of their students offered too much help, preventing their mothers from truly being challenged to learn on their own. Again, the volunteers began to speak up, commenting on this theme. Leah stated that "It's not about getting the

right answer; it's about learning." These observations were indicators that the volunteers had begun to understand the teaching process in more depth. In addition, the way that the volunteers built on one another's ideas once again speaks to the importance of peer reflection.

I then asked the volunteers what had been helpful for them in planning. The volunteers came to an agreement that the book served as a starting place, but that it was important to build on what was in the book to create a more complete lesson. Leah commented that the question on the planning guide that asks, "How will you know when the objective has been met?" by commenting, "That's a novel concept. Just because I taught it, followed my entire lesson plan, doesn't mean the students learned anything." Joanne went on to share that she has really liked the whole reflection process, even though she didn't necessarily always want to do it. She commented that writing the reflections helped her to remember changes for future lessons. Ellen shared that she liked the question "What was the most successful part and what really worked?" because it focuses on the positives, rather than just thinking about what she needed to improve.

Leah then went on to share her thoughts on the reflection process. She shared honestly that while she felt reflection was important, she preferred to discuss what had taken place with her friends immediately after the lesson. This theme of sharing verbally was echoed by Joanne, who suggested that it would be helpful to meet together with the other volunteers regularly, as it was a chance for "sharing ideas, being able to talk with one another about not only what they have done but how it has worked and what their feelings are." Leah suggested that meeting once a month or six weeks would be good.

The focus group concluded with the volunteers' final thoughts on teaching ESL. Ellen stated that teaching adults was a very rewarding experience. Lisa cited the students' hunger to learn, with Joanne agreeing heartily. It was pleasant to observe the volunteers sharing their thoughts and reflecting together. Although it seemed that the volunteers tired of writing their reflections, when they were asked to speak about their experiences, they showed an ability to be very reflective about their teaching process.

Individual Factors

While the group results were stated above, it is also important to acknowledge individual differences in the three participants in order to understand their responses. Overall, the volunteers' written reflections demonstrated that there was some level of growth in their ability to write lessons, as well as reflect on their teaching. However, there were some individual factors that seemed to influence the level of effectiveness for the volunteers.

Leah, for instance, was living the life of a young, single professional. It seemed that her social life was important to her. She agreed to teach ESL classes when she was attending the Spanish church service. However, because her Spanish skills were not very advanced, she eventually tired of the lack of community and began to attend another church. Because she had committed to teach ESL classes, and more for the purpose of my study, she faithfully arrived weekly at the Spanish church to teach her class, then quickly drove to her new church to attend the service with her friends. She expressed to me that she was tired and ready to involve herself completely in her new church. As a result, there was a lack in her level of commitment. She actually taught fewer classes

than the other volunteers, due to travels and other activities. In addition, it appeared that Leah's busy social and professional life caused her to have less time to spend writing reflections than the other two volunteers, who were married and older. She actually waited to finally submit her reflections after she was done teaching, so my responses were of no value to her teaching. Leah did seem to enjoy teaching the classes when she got there, but also was very relieved when they were finished.

Ellen was a completely different story. As a middle-aged woman who emigrated from Cuba as a child, she was a dedicated leader in the Hispanic congregation. Ellen enjoyed the English teaching process thoroughly, and was very dedicated to her commitment. However, she had no teaching background other than some time volunteering as a children's tutor in another program at the church. As a result, Ellen tended to share very literal accounts of what had taken place, with a less-developed reflective process. She made some progress in her ability to reflect, but in the time she participated in the study she did not arrive to the Practicing Reflection level at any point. Stanley referred to the length of time that it takes to progress through the levels of reflection (1998). It is possible that if she had continued she would have arrived at a higher level of reflection.

The final volunteer, Joanne, was another distinct situation. Also a middle-aged woman, she had spent her entire adult life working as a teacher, both as a 5th grade school teacher, as well as a Sunday school teacher and preschool choir teacher. Although she did not have experience teaching adults, her extensive experience working with children influenced her teaching, as well as her planning and reflection. At times she made

comparisons to her experiences working with children, observing that many of the activities and teaching techniques that work with children also work with adults. Joanne's teaching experience greatly influenced her planning and reflection process. In regards to planning, Joanne demonstrated a depth of understanding from her very first lesson, showing a high level of proficiency that continued to improve over the course of the study. Her post-lesson reflection process was also deep and extensive, due to the fact that she was accustomed to reflecting on her teaching in other ways.

All of these volunteers showed levels of commitment and responsibility, and their willingness to not only teach ESL, but also to participate in my study, was commendable. It must be recognized that every one of them made an effort and had positive comments to make about teaching as well as the reflection process.

Conclusion

In this study, I evaluated the planning and reflection process of three volunteer instructors of adult ESL. The volunteers filled planning and post-lesson reflection forms weekly, to which I responded in a dialogue-journal format. I evaluated the planning forms to determine if volunteers' abilities to write objectives and related activities improved. I evaluated the post-lesson reflection forms based on Stanley's levels of reflectivity (1998). In addition, volunteers participated in a personal interview, in which I rated both their levels of reflectivity as well as the value they placed on the reflection process. Finally, the volunteers participated in a focus group discussion, in which they reported on their teaching and reflection process.

Through this study, I concluded that the level at which the volunteer began the process had a strong influence on the abilities of volunteers to plan, teach, and reflect. However, I did determine that growth took place and that volunteers became somewhat more reflective. I also discovered that an effective reflection process was a bit wearing and while the volunteers recognized the value, they all admitted that they would get tired trying to keep it up long-term. They agreed that the ideal volunteer teacher development program would probably involve less writing and more talking, both with a coordinator and with their peers.

Chapter Five will discuss major findings, revisit the literature review, discuss implications and limitations of the study, recommend future research, and report on the potential uses of this study.

CHAPTER FIVE: CONCLUSION

Because many adult ESL programs are taught by volunteer teachers with little to no formal training, the goal of this study was to determine whether guiding volunteer ESL teachers through purposeful planning and journaling would help them to become more reflective about their own teaching. I conducted research with three volunteers who were involved in teaching at an adult ESL program at a church, leading them through a process of planning and reflection and analyzing their growth as reflective teachers.

In chapter four, I discussed and analyzed the responses of my three volunteers, judging the level of reflection and observing their growth over time. In this chapter, I will discuss the major findings and implications of this research, as well as limitations of the study and suggestions for future research.

Major Findings

Benefits of Reflection

Through this study, I made a variety of interesting findings. Primarily, I learned that volunteer teachers could be taught to engage in reflection and grow in their abilities to reflect if they are led through the process in a systematic and supportive way. Regular reflection is not an automatic response in teaching; it is something that teachers need to be taught to do.

Research has demonstrated that effective training for volunteer ESL teachers is lacking. For example, work by Belzer has demonstrated that volunteer training falls far short of its goals. In fact, Belzer's study shows that there is virtually no correlation between volunteer training and students' reading achievement, suggesting that the training was very lacking in effectiveness (2006b). In addition, a study by Ziegler, et al. showed that volunteer training caused no change in the levels of knowledge among the volunteers involved in the research (2009). This research compelled me to look for improved, more effective ways to engage volunteers in a training that they found effective and that showed tangible improvements in teaching and reflection. I discovered through this project that by guiding volunteer teachers through a process of planning and reflection, they showed improvement in their ability to recognize evidence of learning.

The Influence of Personal Interaction on Reflection

I discovered that the process of improving reflection on teaching through regular lesson planning and written reflections was only somewhat effective, possibly due to the lack of external motivation for the participants. Interaction seemed to be the missing piece. Volunteers were willing to reflect and did receive written feedback through the dialogue journals, but there seemed to be a personal element missing from the process. The volunteers faithfully filled out the reflections and emailed them to me, and I promptly replied with responses to their reflections and questions. However, by the end of the study it seemed like the journals had become more of a chore.

On the other hand, when volunteers participated in personal interviews and a focus group, their levels of reflection increased and they seemed to find more benefit in

this type of feedback. In addition to showing increased participation and energy for reflection during these conversations, the volunteers even verbalized that they would have liked to have had a time for regular interaction with the other volunteers. They referred to the benefits of hearing other volunteers' ideas, asking for input on teaching strategies, and the social benefits of knowing they are not in the process alone. This led me to conclude that a successful model would also include time for peer discussion and shared reflection.

The Value of Experience

I also learned that the level of experience that a volunteer had influenced greatly her level of reflection on teaching. Ziegler, et al. (2009) observed that volunteers enter with a wide range of teaching experience and knowledge as well as different educational and professional backgrounds, which affect training needs.

My study supported this research. The three volunteers who participated in my study came different backgrounds and levels of experience, which had a notable effect on the level of reflection they demonstrated. The volunteer with the least experience teaching was also the volunteer who struggled the most with reflection. Her responses were shorter and more surface-based, talking more about what happened rather than taking the step to think reflectively about what had taken place. This volunteer also waited longer to submit the responses and did not appear to see as much value in the process.

The volunteer with extensive experience teaching children seemed to be able to transfer her teaching skills over to teaching adults in a fairly seamless fashion. She was

able to use her years of experience teaching to help her to be more observant and reflective regarding the effectiveness of different elements each lesson and the needs of her students. She began the process with clear objectives and thoughtful reflections, but she also showed improvement as the process went on.

Appreciation of the Reflection Process

There seemed to be a discrepancy between volunteers' appreciation of the reflection activities and their actual reflections. Although their reflections appeared at times to be hastily completed, volunteers expressed in their interviews and the final focus group that they did see the value of reflection. They verbalized the understanding that it was important for them to plan their lessons and to write out their objectives. In addition, they talked about how it was helpful to think about the lesson afterwards and reflect on which elements had proven effective and which parts they would prefer not to repeat. The volunteers were honest in stating that there were times in which they did not want to write up their lesson plans and reflections; however, they acknowledged that this was an important part of the teaching process and therefore accepted the extra work.

The research shows that volunteers are perceptive about the quality of the training they receive and that they seem to be looking for a specific type of improvement in their training to make it worth their time. For example, a volunteer survey at the YMCA Princeton showed that only a fourth of volunteers found the program's training workshops to be effective (Wu & Carter, 2000).

Implications

My research results offer a number of important implications for anyone who is working to organize a volunteer-based ESL program, or even for volunteers who may be choosing to participate in a program themselves.

First of all, my research confirms that reflection on teaching can be taught and that it can be beneficial for volunteer ESL teachers' development. My research suggests that volunteers are able to improve their levels of reflectivity regarding their own teaching if they are given the opportunity to reflect and materials to record their thoughts before and after teaching. An organizer should keep in mind that this should be just one element of the reflection process, and that these reflections should not be too involved if they want their volunteers to benefit.

In addition, an organizer of an ESL program should look for ways to provide ongoing training rather than simply providing an initial training and expecting that volunteers will be fine on their own from then on. While researchers such as Schlusberg (1995) have demonstrated that volunteer programs generally do not have any follow-up or mentoring, my research has suggested that, when done correctly, this continual guidance can help to encourage volunteers to engage in growth as teachers.

This study also suggests that volunteers be able to see the benefit of the training in which they participate, because their valuable time is being given as a gift to the program in which they are working. Indeed, at least one of my volunteers, Leah, sacrificed her time to come to the church every week to give her class. If she, as well as the other

volunteers, did not feel that their time was well-used, it is likely that volunteers' motivation levels would have dropped.

My observations of volunteers' written reflections, as well as the information gained through interviews with individuals and the focus group, led to my conclusion that volunteers fare better when they are given personal attention and mentoring, as well as the opportunity to interact with their fellow volunteers. Someone planning a program should not expect volunteers to complete long reflections on their own without the opportunity for face-to-face contact, which seems to work as a motivating factor as well as a helpful way for volunteers to share their ideas and knowledge with each other.

It seems that a well-balanced volunteer training program may consist of a variety of means of reflection. For example, volunteers may engage in some personal, written reflection and then also meet regularly in a cohort with their peers and a facilitator to discuss the teaching process and engage in group reflection.

People who are participating as volunteer ESL teachers also may benefit from the conclusions drawn by this study, particularly on the advantages of taking the time to reflect. My participants shared that there were times that they did not really want to take the time to plan their lessons or to reflect afterwards. However, all three volunteers did admit that these activities were really beneficial and helped them to become better teachers. Although extensive planning and reflection may seem like extra work at times, volunteers are encouraged to make the time and reap the benefits.

A volunteer ESL teacher whose program is not providing any structured time for ongoing training may work to find time to engage in these activities on his own time, or

to encourage their program to schedule interaction time among volunteers. My research suggests that this time of support and exchange of ideas contributes to ESL volunteers' levels of motivation and reflectivity in teaching.

Limitations

This study has several clear limitations. The most obvious limitation is the fact that the research was based on observations of and feedback from only three volunteers. Along the same lines, this study focuses on volunteers from only one ESL program. These two factors provide a rather limited source of data collection and may not be representative of a larger group of volunteers.

In addition, the length of the study was not sufficient to show change over a longer period of time. One of the volunteers only submitted four responses, although she taught five or six lessons. The volunteer who taught the most lessons still only taught over a 3-month period of time. This is not long enough to show long-term growth or trends that have manifested themselves over a longer period of time. In addition, it is possible that volunteers' motivation levels would have decreased if they had been asked to continue the reflection process for a year or more.

Future Research

This study demonstrates the effectiveness of guided reflection for three volunteers to a guided reflection process over the course of a summer ESL program. It would be helpful to broaden the scope of the study to include more volunteers. It would also be helpful to study the effects of guided reflection over a longer period of time in order to see continued growth or possible changes that take place in a more long-term situation.

Future studies might also provide more face-to-face interactions for volunteers and document the growth that takes place through additional forms of guided reflection. The field is open for additional research. This is an area that has many opportunities for continued development and study, and the many volunteer-based ESL programs will benefit from this additional research.

Communication of Findings

The communication of the findings of this study is very important, especially because of the limited nature of current research. I will look for opportunities to share my findings with other educators and facilitators involved in adult ESL programs. I may talk to the American Literacy Council to see if they are interested in adding an element of intentional reflection into their volunteer training. In addition, I may look into presenting at the Minnesota ESL, Bilingual and Migrant conference in the spring.

As I mentioned in Chapter One, I am continually being offered opportunities to teach English to adults. The next time that I decide to organize a volunteer program, or assist with a program already in session, I will be sure to communicate the findings of this study and work to implement methods to assist volunteers in their reflection and development as teachers. Volunteer teachers are hugely important in the field of adult ESL (Belzer 2006), so it is important to make sure that these volunteers receive the support they need to do their jobs well.

Summary

The need for volunteer ESL teachers to receive ongoing training is strong and clearly demonstrated by the research. Engaging in this study has been an experience that

has caused me to look at teaching and volunteers with increased perspective and understanding. I sought to see if guiding volunteer teachers of adult ESL through a reflective process would help them to become more reflective teachers, and through the process, I discovered this to be a good goal.

This study provided several important findings. One major finding is that volunteer ESL teachers can be taught to engage in reflection about their teaching and that guiding them through a process of planning and reflecting can enable them to grow as reflective teachers. I learned that teachers probably would not think of to engaging in reflection on their own, but when they are asked to complete reflective activities, they may be surprised at the benefits.

In addition, I learned that volunteer teachers might prefer to speak in person with a facilitator or their peers regarding their teaching, engaging in group reflection rather than always reflecting on their own. Although group activities might involve an additional time commitment, this personal interaction was found to be motivating and rewarding for volunteer teachers and encouraged them to be more reflective teachers.

Reflecting on teaching is a process that has proven to be beneficial for teachers, and these benefits extend to volunteer teachers of adult ESL. Pomerance (1990) stated that volunteer tutors have a potential that still has not been fully realized (as cited in Belzer, 2006b). By providing volunteers with the tools to engage in reflection, we may be enabling them to realize their potential as effective teachers and, as a result, have a greater impact on their students. This, without a doubt, is a good use of time.

APPENDIX A

Lesson Planner

Lesson Planner

Name:
Students:
Date:

What will students accomplish in this lesson? (Objective)

What language is needed to meet the objectives? (Vocabulary, grammatical form)

Notes:

APPENDIX B

Post-Lesson Reflection

Post-Lesson Reflection

Volunteer Name:
Student Names:
Date:

What was the lesson objective for the day?

How successful were learners at meeting the objectives? What linguistic evidence do you have that learners are meeting the objectives?
Examples:

- *Students described events that took place last weekend using regular and irregular past-tense verbs with relative accuracy.*
- *Students correctly answered most true or false questions in the listening activity about friends and family.*

What part of the lesson was the most successful? Why?

What is one change you would like to make for next time?

Any final notes:

APPENDIX C

Volunteer Teacher Reflectivity Rubric:

Lesson Planner

Volunteer Teacher Reflectivity Rubric: Lesson Planner

Volunteer Name: Date:

Lesson Planner

	1	2	3	4	5
Clarity	Objectives are very unclear.	Objectives are fairly unclear.	Objectives are somewhat clear.	Objectives are fairly clear.	Objectives are very clear.
Connection	Objectives are not at all tied to the expected language output.	Objectives are barely tied to the expected language output.	Objectives show emerging understanding of connection to the expected language output.	Objectives show a fairly strong connection to the language output.	Objectives are directly tied to the expected language output.

APPENDIX D

Volunteer Teacher Reflectivity Rubric:

Post-Lesson Reflection

Volunteer Teacher Reflectivity Rubric: Post-Lesson Reflection

Volunteer Name: Date:

Post-Lesson Reflection

	1	2	3	4	5
	Engaging with Reflection	**Thinking Reflectively**	**Using Reflection**	**Sustaining Reflection**	**Practicing Reflection**
Objective	Journal entry shows no evidence of whether or not the objective was met.	Journal entry gives rudimentary evidence of whether or not the objective was met.	Journal entry gives thoughtful details to support whether or not the objective was met.	Journal entry gives a thoughtful answer to whether or not the objective was met, as well as some thoughts as to why.	Journal entry gives a well-pondered answer that demonstrates a deep understanding of whether or not the objective was met and why, as well as ideas for improvement in the future.
Reflection	Journal entry is completely lacking in reflective thinking.	Journal entry describes what happened and how the teacher felt about it.	Journal entry shows some evidence of creative responses to reflection. May examine some larger systemic issues as well as classroom realities.	Journal entry shows greater precision of data; may deal with some problematic pedagogical or political issues.	Journal entry shows evidence that reflection will lead to positive action in future lessons.
Changes	Journal entry gives no changes for future lesson.	Journal gives seemingly random changes to be made in a future lesson.	Journal gives some changes for a future lesson with a loose connection to the entry.	Journal gives thoughtful changes to a future lesson with a basic justification.	Journal gives thoughtful and realistic changes for future lessons, clearly-tied to the current lesson and reflection.

APPENDIX E

Volunteer Teacher Reflectivity Rubric:

Interview

Volunteer Teacher Reflectivity Rubric: Interview

Volunteer Name: Date:

Stages of Reflection (as demonstrated by journal entry)

	1	2	3	4	5
	Engaging with Reflection	**Thinking Reflectively**	**Using Reflection**	**Sustaining Reflection**	**Practicing Reflection**
Reflection	Interview with teacher appears to be completely lacking in reflective thinking.	In the interview, the teacher describes what happened and how the teacher felt about it.	Teacher shows some evidence of creative responses to reflection. May examine some larger systemic issues as well as classroom realities.	Teacher shows increased reflection, and may be dealing with some problematic pedagogical or political issues.	Teacher shows evidence that reflection will lead to positive action in future lessons.
Value	Teacher seems to find absolutely no value in reflection process.	Teacher seems to find some small value in the reflection process.	Teacher demonstrates some understanding of the value of reflection.	Teacher articulates positive outcomes of the reflection process.	Teacher shows clear understanding of the reflection process and can articulate its benefits.

APPENDIX F

Focus Group Questions

Focus Group Questions

1. What have you learned through the process of teaching ESL and reflecting on your teaching?

2. How can you tell that your students are learning?

2. What are some challenges that you have had?

3. What has been the most helpful in planning? How have you prepared?

4. How have you reflected and how has it helped you?

5. Do you have any final comments on teaching ESL?

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