Dual language educators: Tambien tenemos sentimientos

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DUAL LANGUAGE EDUCATORS: TAMBIEN TENEMOS SENTIMIENTOS

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In Partial Fulfillment
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by
Monica Sophia Apodaca

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ABSTRACT

Teaching is a career that involves a relatively high degree of stress. Without the proper coping skills or strategies, Educators can face the risk of burn-out. Dual language immersion teachers face the same stressors as their mainstream counterparts as well as the added challenges of curriculum implementation in this specialized program. This study will provide a qualitative and quantitative look into the professions of a group of Dual Language Educators, offering suggestions and insights into the stressors unique to this group of Educators.
ACKNOWLEDGMENTS

I would like to give my sincerest thanks to Dr. Barbara Flores, who has been my mentor and role model during my course of study. She opened the door to the field of Bilingual Education when I least expected it and changed my course of study. Her insight and intellect encourage me to strive to always better myself and never to forget that I will always be a student, constantly learning and gaining knowledge.

I would also like to thank Dr. Enrique Murillo and his creation of the "Murillo Method: A guide". His dedication to Education, specifically Teacher Education has allowed countless teachers, myself included, to set their eyes on attaining a Master’s Degree (and possibly Doctorates). His no-nonsense guide has been my Bible in writing this thesis, without it I do not know where I would have started, and for that I thank you.

Lastly, I would like to acknowledge my husband for giving me insight into the world of teaching, by way of his countless stories and experiences in his profession. His wisdom, sacrifice and passion for math and children are a refreshing reminder of other educators like himself striving to teach and educate our children and future.
DEDICATION

I would like to dedicate this project to my children, Joseph and Jeremiah, who entertained themselves with countless toys, movies and outside fun so their mommy could work on her thesis. I would also like to dedicate this paper to my husband, whose love and belief in my abilities helped me through the most stressful times during the duration of this study.

Lastly to my parents and grandparents, who always encouraged me to strive for the best and never settle for less than what my potential is.
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CHAPTER ONE
DUAL LANGUAGE EDUCATORS AND THEIR CHALLENGES

Introduction

Dual language education is not a new program and has been in existence since the 1960s (www.cal.org). Teachers who enter this area of Education typically do so due as a result of their strong belief in the effectiveness and benefits that the program has to offer. Dual language teachers must have high-level competencies in two languages as well as have an understanding and appreciation for their students “academic, cultural and linguistic experiences” (Márquez-López, 2006). The demands of teaching can prove to be overwhelming for teachers without coping strategies. Failure to find ways to cope with the stressful nature of the field can lead to teacher stress and burnout; school districts are finding that 50% of teachers are leaving their job within the first four years (Hausman & Goldring, 2001).

The pressures associated with being an educator have been well documented by the personal accounts of many educators. Despite attending prestigious Universities and receiving all the necessary training needed for the issuance of a teaching credential, there is an
overwhelming number of teachers entering the workplace, feeling under-prepared and a low sense of self-efficacy (Skaalvik 2007). Teaching is a profession in which one can become very isolated from peers and other staff members. The classroom is the heart of a teacher’s world where more time is devoted to what occurs within these four walls than in any other sphere of their life. In my own experiences and in conversation with friends in the education field, little time is spent in teacher education classes describing the stress that one can expect when working in the classroom. It is not until one has lived through the experiences of the day to day that one can truly appreciate the sacrifice that teachers make.

Teaching has long been regarded as a profession in which individuals enter the field because they feel a calling; this calling is accompanied by a high level of commitment to the students and the job (Hakanen, Bakker, & Schaufeli, 2006). Teachers who have a strong sense of commitment to their career set high standards and work hard but their commitment does not keep them from having a bad day and feeling stress (Day, Elliot, & Kington, 2005). Teachers are under daily stress from the demands of curriculum implementation, student behavior, state
standards, and daily challenges that are a part of the job.

For the purpose of this study I have chosen a Teacher Stress Inventory (TSI) that has been previously designed to examine 10 factors related to teacher stress. Districts that implement Dual Immersion are limited in the area; as a result I contacted all of the elementary schools in the area to see if they would like to participate. The Principal was contacted first followed by the Dual Immersion teachers on campus. Each teacher received a copy of the TSI as well as a series of open-ended questions.

Significance of this Study

Dual Immersion (DI) teachers have added responsibilities that can translate into stress, if the teacher does not have the skills to cope with the demands. A DI teacher is responsible for implementing a standards based curriculum, possessing strong oral and written skills in the language of instruction, awareness of second language acquisition issues, and familiarity with sheltered instruction strategies (Center for Applied Linguistics). Studies often focus on student needs and there is a disregard for teachers and the challenges they face at home and at work, and how these two worlds collide.
to create stress that can at times be challenging for educators.

Research on the relationship between work and family conflict among teachers is scarce (Cinamon & Rich, 2005) and it is an area that is overdue for exploration. Teachers maintain a significant role in our society yet, they are often not given the attention and esteem they deserve. The significance of this project lies in its intention to illustrate the demanding nature that being a teacher results in and how this career is not one that ends at the end of the schoolwork day. It is a career in which teachers live the expectations of their vocation both inside and outside of the school.

During the review of the literature on this topic, I came across many articles that focused on teacher stress and teacher burnout. While the studies in this area are still limited to focusing on mainstream educators, I found little research that focused on Dual Immersion teachers. The literature on DI focused on students, parental involvement and on the program itself. The presence of Dual Immersion, along with the growing number of Latinos in our state, I find that there should be more focus on the teachers with these specialized programs. During my conversation with an administrator, I found that a Dual
Immersion program at a local elementary school had been shut down. The reason stated for its demise was a result of low interest in the program. Perhaps parents were not encouraged or informed about the benefits of the program? Perhaps the staff did not feel the same commitment they once had when the program began? There may be many reasons; however, it is disappointing to see a program with such promise simply disappear.

Statement of Needs

Teachers have come to possess many roles, they are technicians, parents, advocates, actors, crusaders (O’Connor, 2007), as well as paper pushers. Whether the educator takes on one of these roles or all of them, it can account for a vast amount of teachers who are feeling burn-out, stress and a sense of depersonalization in their roles after time (Herman & Marlow, 2007; Nagel & Brown, 2003; Cunningham, 1983; Kokkinos, 2007; Borg & Riding, 1991). The role that the teacher takes on in the classroom evolves into the teachers identity and essentially becomes a part of who they are, when their identity is challenged and placed in jeopardy a sense of low self-efficacy can come to pass which results in a virtual sense of chaos within their realm of existence (O’Connor, 2007). When
ones sense of identity is questioned in the classroom it can have an effect on the classroom practices of the teacher and influence the method in which they perform their duties. Educational research is student driven and focused on the students: how well they perform, learning strategies, behavioral issues: how parental involvement affects student performance: how the research fails to examine the role of the one individual whose time is spent focused on the student: the teacher. By examining the teacher and the stressors that they face on a daily basis in the classroom perhaps then can we get a new insight on student achievement? After all only a strongly motivated and committed individual can help facilitate the same traits within the student body (O'Connor, 2007).

Dual Language educators are a rarity in most districts, as are Dual Immersion programs themselves. Dual Language educators face the same emotional, mental and physical strain as mainstream teachers. Dual Language teachers must not only teach standard-based content lessons in the target language (typically Spanish) they must also find creative approaches to making the language acquisition process occur naturally, as well as have students “respect the classroom language” (Fitts, 2006).
The need for this study is best stated by Cunningham (1983):

Teacher stress and burnout is not a stylish fad which will just fade away or evaporate, but a profound problem which must be addressed if the quality and productivity of American education is not to slip considerably.

By examining this area of education, only then can we truly understand all areas of student achievement, as well as give a voice to the educators who sacrifice a part of themselves to give our children a better tomorrow.

General Design

Teachers are an important facet of our society who are dedicated to instilling a strong educational foundation in students. It is their stature in society that sparked my interest for this study.

The two questions that are guiding this study are:
1. What specifically are the components of being a DI teacher that causes stress?
2. How do the teachers cope with the stress that they encounter?

In answering these two questions I will begin by doing an inventory of the local Dual Immersion programs in the
area. My research methods will be two-fold; I will first administer a survey based on a 5-point scale, which will be followed up by open-ended questions focused on Dual Language education. Here is an example of sample questions:

**5-point Scale:**
Please choose one: 1-no strength 5-major strength
1. I feel burdened having to prepare lessons in two languages.  
   1 2 3 4 5

**Open-ended question:**
1. What are your greatest challenges as a Dual Language Educator? (Please describe)

Figure 1. Sample Questions

Surveys will be distributed to participating schools and teachers pending University approval for this project. Once the surveys have been completed the data will be analyzed. Upon the investigation, suggestions for coping with teacher stress will be offered.

Limitations and Delimitations

The focus of this study is to examine the stress incurred by Dual Language educators as a result of implementation of the curriculum in their classroom. In addition to examining teacher stress, I will also offer
coping strategies that can be used to help alleviate stress.

There are many limitations in this study. First, this study was completed within a short period of time due to deadline issues. There were problems that I had not contemplated such as, time spent waiting for administrators to write a letter of permission to survey the teachers in addition to getting a letter of permission from the survey creator to use his instrument for the study. As well as waiting for IRB approval from the University, and teacher completion with the survey. These "roadblocks" prevented me from surveying more teachers and widening the scope of the study. A second limitation of this study is in the procedure and survey instrument, as a result of the time limitation, I used a survey that had been previously created by another researcher that focused on teacher stress and not specifically on Dual Language teacher stress. Lastly, teachers were given survey packets and asked to mail them back to the researcher upon completion, due to the distance between the school sites and the researchers' home. This may have resulted in a low number of participation that can affect the overall quality and results of the study.
Assumptions

For this project the following assumptions apply:

1. Teachers operate as a result of their need for personal satisfaction, which encompasses areas in both their personal and professional realms. This study was created under the assumption that teachers operate under Abraham Maslow’s theory of human motivation. As described by Herman & Marlowe (2005), humans operate under four basic needs that drive their behavior: physiological, safety, love and esteem. It is the innate desire of the person to have all four needs met, yet when the basic needs are met, the authors describe that the individual will soon “develop a state of restlessness”.

2. Teachers who experience stress will develop feelings of burnout and emotional exhaustion, if they do not have proper coping strategies to assist in the alleviation of stress.

Stress can take a toll on a person both mentally and physically. Kyriacou (n.d.) describes two types of coping strategies: direct action and palliative techniques. Direct action strategies are used to eliminate the source of stress, an example would be “to have a student moved to another classroom”. While palliative techniques would consist of the teacher finding ways to control the student
behavior, such as increased praise or working with the student to find methods to control behavior.

Definitions

For this project the following definitions apply:

**Burnout** - Teacher burnout is described as feelings of emotional exhaustion, depersonalization in the workplace, and a sense of personal accomplishment (Kokkinos, 2007).

**Efficacy** - Efficacy is the teacher’s perceived ability to be an effective instructor and their ability to make a positive change (Larrivee, 1999).

**Emotional exhaustion** - Emotional exhaustion in this study is the feeling of overextending oneself causing the person to be apathetic (Kokkinos, 2007).

**Dual Immersion** - Dual Immersion (DI) also known as Two-way Immersion (TWI) is a Dual Language education program in which native English speakers and speakers of another native tongue are combined in a classroom where academic content is taught in both the native English language and its counterpart (typically Spanish in California) (www.cal.org).
Stress - Stress in relation to a teacher, is the negative emotions that result from some aspect of their profession (Kyriacou, n.d.).
CHAPTER TWO
REVIEW OF THE LITERATURE

Stress: What it is and How it Affects the Person

Over the course of time stress has become an important factor of human behavior, the concept has evolved into an accepted form of human discourse in regards to life and health (Jepson & Forrest, 2006). According to the American Institute of Stress (AIS), the word “stress” was originally coined by Hans Selye in 1936 as the “the non-specific response of the body to any demand for change” (www.stress.org). He conducted much of his research on stress with laboratory animals and found that those animals subjected to acute but different physical and emotional stimuli all “exhibited the same pathologic changes of stomach ulcerations, shrinkage of lymphoid tissue and enlargement of the adrenals” (www.stress.org). He later went on to demonstrate that persistent stress resulted in various diseases, such as heart attacks, ulcers etc. Within time the word “stress” became a popular word used by humans to describe the stimuli that created the sensation of stress, which was not an accurate account of the definition Selye coined for the word. He later created the word “stressor” to
distinguish the stimuli from the response. The definition of stress can be different for every person, whether it is eustress (good stress) such as going skydiving or doing an intense exercise regimen; or stress that is caused by high work loads. Selye later redefined stress as, “the rate of wear and tear on the human body”, which the AIS agreed with this definition as increased stress can cause the body to age at a more rapid pace (www.stress.org).

The effect that stress has on the body varies from person to person. For some increased stress can cause sleepless nights while for others it can lead to more serious health and emotional problems and reduce the activity of the immune system (Davidsdottir, 2007). In a study conducted among university staff members Sharpley, Reynolds, Acosta and Dua (1997) found that high job stress was related to anxiety, daily hassles, number of days absent, and visits to the doctors' office, illnesses and injuries.

Teacher Stress and Burnout

In 1977 researcher Chris Kyriacou first introduced the concept of teacher stress; he defined this concept as the unpleasant, negative emotions that a teacher experiences (such as frustration, depression, anxiety or
anger) as a result of an aspect of their profession (Kyriacou, 2001). In a study conducted by Borg and Riding (1991), they found that one out of three teachers interviewed found their occupation to be extremely stressful. The study also found that the area which generated the highest feelings of stress for teachers was student misbehavior and classroom management. Zurlo, Pes, and Cooper (2007) found similar results as Borg & Riding (1991) among teachers who reported on sources of stress. The teachers in this study attributed their stress to work overload, behavioral issues (discipline) of the students, a poor working environment with a low level of comradery and support from colleagues, minimal chances of promotions, as well as a suite of other problems related to professional matters.

Teaching is a profession that involves a high degree of stress and responsibility. The roles that teachers have in the classroom often blend into their personal lives which in turn create a work-family conflict (Cinaman & Rich, 2005). Teachers, in particular female teachers, have found themselves working a “triple shift” that consists of teaching, housework, and childcare (for their own children); this triple shift can create a surmountable amount of stress, not including work that they bring home.
Cinamon and Rich (2005) introduced three models to define individuals and their commitment to family and work; they are the Work profile, Family profile and Dual profile. The researchers found that every individual relates to one of the three profiles and it illustrates where their commitment ultimately lies. As a result of their study, they found that almost fifty-percent (approx. 47%) attributed high importance to both their work and family (2005). This high degree of commitment to dual roles can be indicative that teachers will most likely be stressed as a result of the high importance they place upon family and work. Similarly a case study investigating the precursors that result in early teacher burnout among novice teachers found that educators who did not have a strong support system in tact were at a greater risk to develop burnout symptoms that may lead to their resignation (Schlichte, Yssel, & Merbler, 2005). Stress can often be lessened when educators feel they are supported in the workplace by administrators, mentors and colleagues (2005).

Gaziel (1993) found that the increase in teacher stress was reflected in the growing number of teacher absences along with the climbing number of early retirements in the field. When the stress becomes
overbearing for a teacher with poor coping strategies, it can have an effect on the students, working and personal relationships (Vandenberghhe & Huberman 1999). In another study, Lazarus (2006) found in the review of his literature that high stress levels can lead to job dissatisfaction and burnout which eventually results in teachers leaving the field.

Koeske and Koeske (1989) defined burnout as a "negative affective response by the worker to work stress and having a deep sense of fatigue and depletion". In their study on job stress among social workers, they found that worker burnout was strongly related to low social support and a low sense of self-efficacy. In another study conducted by Bryne (1998) he presented a theme of "hopelessness" among teachers faced with feelings of burnout and identified what he referred to as "the symptomology of hopelessness":

- "Feelings of powerlessness in the attempt to educate and make school pleasant for youngsters."
- "Lack of enthusiasm to prepare lessons."
- "The nagging feeling that one has reached a point of diminishing returns."
"Depression, difficulty in motivating myself to come to work, loss of energy."

"Disgust, desire for change of occupation, cynicism; lack of interest in work."

"Boredom, lack of interest in the subject, physical fatigue."

"Loss of memory, easily frustrated."

"Diarrhea, anxiety, mal du monde."

"Sense of marching through quicksand, hearing pie-in-the-sky solutions to age-old problems."

Feelings of stress, burnout and hopelessness affect all teachers at one point in their career. For some the stress becomes overbearing which can cause teachers to forget that they entered education because they enjoyed working with students and planning curriculum to challenge the youth (Cunningham, 1983).

What is Dual Language Education?

History

In the early 1960’s there was a large influx of Cuban refugees that were arriving into Dade County, Florida (Feinberg & Castro, 1999), by September 1962 there were over 18,000 Cuban refugees enrolled in the schools of Dade County. Over the years the program has grown in popularity
(Gomez, Freeman, & Freeman, 2005). According to the Center for Applied Linguistics (www.cal.org), as of January 24, 2008 there are 332 dual language programs in the United States, across 27 of its states. California currently has 61 districts and 100 schools that use the Dual Language approach, constituting almost one third of DI programs in the country. Since its implementation in 1962 the Dual Language Approach to learning has seen substantial growth and participation in districts.

Figure 2. Dual Language Learning Growth
Table 1. Number of Districts and Schools by State

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Districts</th>
<th>Number of Schools</th>
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<td>61</td>
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<tr>
<td>Texas</td>
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<td>51</td>
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<tr>
<td>New York</td>
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<td>28</td>
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<tr>
<td>New Mexico</td>
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<td>19</td>
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<tr>
<td>Illinois</td>
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<td>18</td>
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<tr>
<td>Arizona</td>
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<td>12</td>
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<td>Oregon</td>
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<td>12</td>
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<td>Massachusetts</td>
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<td>10</td>
</tr>
<tr>
<td>Florida</td>
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<td>8</td>
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<tr>
<td>Colorado</td>
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<td>Connecticut</td>
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<td>6</td>
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<tr>
<td>Virginia</td>
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<td>6</td>
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<tr>
<td>North Carolina</td>
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<tr>
<td>Wisconsin</td>
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<td>Minnesota</td>
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<td>New Jersey</td>
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<td>Georgia</td>
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<td>Maryland</td>
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<td>Utah</td>
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</tr>
<tr>
<td>Maine</td>
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</tr>
<tr>
<td>Ohio</td>
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<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>188</td>
<td>330</td>
</tr>
</tbody>
</table>

Dual Immersion (DI), also known as a two-way program, is a bilingual classroom in which native English speakers
and students English Language Learners (ELLs), are integrated to create an environment that is conducive to the language acquisition of both sets of students (Collier & Thomas 2004; Lindholm-Leary 2005). There are two different models that are used, 90-10 and 50-50 model, in which the amount of time in each language is divided. The model that this study focuses on is the 90-10 model, which is the most popular, in which the language other than English is spoken 90% of the time and is gradually increased until 5th or 6th grade (depending on the school) (Gomez, Freeman, & Freeman, 2005).

Two-way immersion in essence is an "additive" program, in which children are able to learn a new or foreign language all the while developing their primary language (Gomez, n.d.) By its definition this program includes the following components:

- Instruction and class work is conducted in two languages, with more than 50% of instruction done in the non-English language
- Classroom instruction is conducted using only one language, with no translating or code-switching allowed.
- ELLs and native English speakers do work in both languages
ELLs and native English speakers are together for instruction for the majority of time (Lindholm-Leary, 2005)

The program strives to promote grade-level academic achievement, as well as instill positive cross-cultural attitudes and behaviors in children and promote bilingualism and biliteracy in the students who successfully complete the program.

(http://www.cal.org/twi/). There are four central goals that all of TWI programs have (Howard et al., 2003):

1. Students will develop high levels of proficiency in their first language (L1).
2. All students will develop high levels of proficiency in their second language (L2).
3. Students will perform at or above grade level, and have the same academic standards and curriculum applied to them as other students in the district.
4. All students in the program will have positive cross-cultural behaviors and attitudes.

Teachers and Dual Language Challenges

Dual Language programs, like most education programs, can face many potential implementation problems:
due to lack of coherence and continuity in program
design, lack of sufficient and appropriate resources,
inadequately trained and unqualified teachers, and
lack of thorough administrative leadership. (Mora,
Wink, & Wink, 2001)

Dual Language programs potentially face all of these
problems, as well as problems related to attrition. Dual
Immersion is typically a six year commitment (K-5), many
schools experience high rates of transiency where students
move in and out of the area. In addition to high rates of
transiency, DI programs can face problems related to low
student enrollment in the program and availability of
qualified teacher (Christian, 1994).

Curriculum

Dual Language teachers, like their counterparts use a
variety of instructional techniques and approaches to
differentiate their lesson plans. DI teachers must use
approaches that are challenging to the native speakers,
yet comprehensible to the second language learners
(Christian, Howard, & Loeb, 2000). DI teachers must also
promote “positive cross-cultural relationships” among
students and be able to communicate effectively with
parents from different cultural backgrounds (Howard &
Loeb, 1998). In the study conducted by Howard and Loeb
(1998) teachers reported that dual language instruction was more labor intensive since it required them to prepare lessons in two languages, and often they would have to make things "from scratch". Another challenge reported by teachers was explaining to parents that second language acquisition was a slow process that developed over time.

Arce (2000) found that some teachers find it difficult to integrate the students into the curriculum as active participants. The primary role of the teacher in this study was as a transmitter of knowledge; little effort was made in allowing the students to aide in the construction of knowledge. The teacher found it difficult to integrate the students' home culture in the curriculum.

Instructional asymmetry, as discussed in a study by Amrein and Peña (2000), found that bilingual teachers who taught the Spanish portion tended to code switch when explaining instructions to English speaking students who did not comprehend Spanish yet. However, their (the teachers) monolingual English counterparts were not able to code switch which forced the Spanish speaking students to learn English. Consequently, the students who were acquiring Spanish relied on the teacher to translate for them which impeded their language development.

Instructional asymmetry also occurred when students posed
questions to their instructors, as discussed by Amrein and Peña, when the English speaking student asked the Spanish teacher a question, he/she would ask the question in English. Since the Spanish instructor was bilingual, he/she was able to answer the question. However, if a Spanish-speaking student asked the English teacher a question, the teacher could not answer because she/he did not understand Spanish.

Students

Teachers also discussed the challenges of helping frustrated students deal with the linguistic process of language acquisition. In a study conducted by Alanis (2000), they found that several of the native English speakers stayed at the same level of proficiency of Spanish for the five years who were in dual language immersion. Teachers found it difficult to maintain the rate of development among students due to student preference for English in the upper grades. Alanis (2000) reported that during classroom observations completed in upper grade classrooms, teachers did not use Spanish resources in all content areas and there was a preference among teachers to use English more during instruction.
Parents

A critical element for the success of Dual Language programs is for the parents to be interested and enthusiastic about the program and to have a strong belief in the importance of their child learning to be multilingual (Craig, 1995). In an article written by Giacchino-Baker and Filler (2006), they found that parents would only pull their child out of the DI program if they had to move. The six-year commitment that parents agree to at the beginning of the program is a critical component to the overall success of the language acquisition and program goals. Peña (1998) describes that students who come from poor environments do not have parents who can devote extra time at home to help their children. Parents from low SES areas often work long hours and have only one parent at home.

Ratcliffe and Montague (2002) found that English monolingual parents desired the ability to be able to read to their child in Spanish but were unable to do so; further these parents also held the belief that it was the schools responsibility (namely the teacher) to educate their child in Spanish and not that of the parent. The authors found that an important aspect of a successful dual language program is for parents to value both
languages and to place equal emphasis on both in the home, and not to solely rely on the school to aide in the acquisition of the target language.
CHAPTER THREE
DESIGN AND METHODOLOGY

Subjects

The participants of this study are Dual Immersion teachers who work in San Bernardino County. DI instructors were chosen for this study in order to get a better understanding and a window into the stressors that are unique to their specialized area of instruction. The teachers were drawn from four different schools in the County from neighboring districts: Adelanto (AESD), San Bernardino Unified (SBCUSD) and Corona-Norco Unified (CNUSD). Both San Bernardino Unified and Corona-Norco have established DI programs, however the number of schools in the county with DI teachers is limited. AESD currently has only one school with a DI program that spans from grades K-1. For this reason it was necessary to draw participants from multiple sites.

Twenty-eight surveys were distributed to all of the DI teachers at the three school sites (*school names have been changed to maintain confidentiality): Gary Elementary (CNUSD), Victor Elementary (AESD), and Esperanza Elementary (SBCUSD). The actual sample size of
participating teachers was seven, which is due to low levels of attrition.

**Gary Elementary**

Gary Elementary is located in Corona, in an older area of the city where homeowners have maintained landscaping and the city strives to preserve a suburban environment. Surrounding the school there is little or no graffiti. This site has a large percentage of Latinos in the student body, where Latinos account for 75% of the school population. According to the California Department of Education School Demographic Characteristics 2007 Growth Academic Performance Index (API) Report, the average parent at the school has not completed high school (34%).

**Victor Elementary**

Victor Elementary is located in the Victor Valley, a region of Southern California that has seen tremendous growth over the last several years. The homes around this school are all newer track homes built within the last 10 years. There are several homes in the area that are vacant or in foreclosure, and the landscaping for many homes have been neglected. The school itself sits alone in the desert, with the closest homes a block away from the school. There is only one paved road that leads to the
school and a dirt road that is not maintained by the city. Like Gary Elementary, this school has a large Latino population that accounts for 57% of the student body (http://api.cde.ca.gov). The average parent is a high school graduate (39%) or has had some college (31%).

Currently this is the only school in the Victor Valley with a DI program and its grade levels span from K-1. There is a great deal of pressure for this program to succeed, in particular due to the fact that another local DI program was eradicated as a result of low enrollment.

Esperanza Elementary

Located in the heart of San Bernardino, Esperanza Elementary is located in an area of low socio-economics. The homes surrounding the school are modest single story homes, many of which have untrimmed hedges or weeds. Located near a major freeway, there is a great deal of construction that the city is doing in order to widen the lanes. 88% of the students at Esperanza are of Latino or Hispanic descent and almost half (43%) of the parents do not have a high school diploma.

Mountainside Middle School

Also located in San Bernardino, this is the only middle school from which participants were drawn from for this study. Mountainside is located in a socioeconomically
disadvantaged; over half (52%) of the parents from this site do not have a high school diploma. The Hispanic or Latino population accounts for 75% of the student body. The DI program at this site is offered for grades six and seven; they will be adding an 8th grade class next school year.

Participants

Thirty Dual Immersion teachers were asked to participate in this study. However, only Seven Dual Immersion teachers from four different sites participated in this study. Six of the respondents were female and one was a male. The ages of the teachers ranged from 28 to 55 years of age, with an average age of 38. All of the teachers possessed a Bachelor degree and valid teaching credential, only two teachers held Master’s degrees. Out of the 7 respondents only one worked in a middle school, the remaining six taught at the elementary level. The caseload for each individual teacher varied. The following table lists the number of students that each respondent is responsible for.
<table>
<thead>
<tr>
<th>Respondent (Number assigned to identify each participant)</th>
<th>Caseload (Total number of students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>83</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>35</td>
</tr>
</tbody>
</table>

**Instrumentation/Data Collection**

A mixed methods approach was utilized in this study, \((N = 7)\) operating from both a quantitative and qualitative perspective. Which was necessary in order to draw "from different methods, worldviews, and different assumptions, as well as different forms of data collection and analysis" (Creswell, 2003). This approach "generates important understandings and discernments through the juxtaposition of different lenses, perspectives, and stances" (Greene, 2005). The quantitative portion of the study gives a general look into areas of education that all teachers experience such as, time management, professional distress and professional investment are examined. The qualitative approach was used for a more detailed look at the stressors that are unique to dual
immersion educators, using a series of open-ended questions focusing on issues pertinent to the individual respondent.

The instrument used for this study is the Teacher Stress Inventory (TSI) developed by Dr. Michael Fimian. The TSI consists of 49 items and 10 factors that measure the degree of occupational stress that teachers experience (Fimian). Dr. Fimian found that teachers do not experience a single source of stress; rather there are multiple factors which are correlated that produce the manifestations of stress (http://instructionaltech.net/tsi). According to Fimian the survey is a valid and reliable measure of stress. It measures five stress source factors: time management, work-related stressors, professional distress, discipline and motivation, professional investment; and five stress manifestations: emotional, fatigue, cardiovascular, gastronomical, behavioral manifestations using a Likert-scale.
Table 3. The Teacher Stress Inventory Factors

<table>
<thead>
<tr>
<th>Sources of Stress</th>
<th>Manifestations of Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>Emotional manifestations</td>
</tr>
<tr>
<td>Work-related stressors</td>
<td>Fatigue manifestations</td>
</tr>
<tr>
<td>Professional distress</td>
<td>Cardiovascular manifestations</td>
</tr>
<tr>
<td>Discipline and motivation</td>
<td>Gastronomic manifestations</td>
</tr>
<tr>
<td>Professional investment</td>
<td>Behavioral manifestations</td>
</tr>
<tr>
<td>Total stress</td>
<td></td>
</tr>
</tbody>
</table>

In a study (Vance et al., 1989) measuring occupational stress among teachers working in a Bureau of Indian Affairs school found that the strongest stressors affecting their sample was inadequate salary, lack of recognition, little time for relaxation, as well as issues related to amount of work. The researchers found the TSI to be a useful instrument that can be employed by school officials to "pinpoint stress related problems".

TSI was designed to measure teacher stress and does not focus on teachers who work in a specialized area of instruction (i.e. Dual Language Immersion). For this reason it was necessary to create a series of open-ended questions that focus on areas that are unique to DI instructors. The series of questions created focused on issues such as, administrative support, challenges faced in curriculum implementation and suggestions to help other
DI instructors cope with stress. In allowing open responses it provided a different perspective and look into teacher stress.

The administrators from each site were initially contacted for permission, as well as for the names of the DI instructors on their respective campus. Each teacher was informed of the study by email and the surveys were distributed to the teachers in packets and they were asked to return the surveys via mail (per the pre-addressed stamped envelopes provided) to the researcher. Each packet included a cover letter (Appendix A) explaining the purpose of the proposed study, as well as a letter of consent (Appendix B) stating the measures of confidentiality taken to ensure their privacy. Every participant received an individual packet that was dropped off at their school site and placed in their box. The Teacher Stress Inventory (Appendix C), a series of open-ended questions (Appendix D) was also placed in the packet, in addition to a pre-addressed stamp envelope to return the completed surveys. To ensure a high response rate, teachers received a reminder notice via email to complete surveys.
Data Treatment Procedures

Upon reception of the completed surveys, the results of each TSI were recorded on an Excel spreadsheet according to the sources and manifestations of stress examined by the instrument. The data from the open-ended questions was coded and categorized into different themes that related to teacher stress among the DI teachers. All of the data recorded was saved on my personal laptop under password protected files. The hard copies of the instrument were stored in a manila envelope and placed in a locked filing cabinet. The hard copies will be kept for a period of 2 years and will be shredded there after.

Both the school sites and teachers were given pseudonyms in order to maintain confidentiality and ensure their privacy. When recording the answers on the Excel chart each participant was assigned a number, (example: respondent one = 1, respondent two = 2, etc.). The data was then recorded for each respondent. The data was only made accessible to me and my advisors.
CHAPTER FOUR

FINDINGS

This section begins by providing both the professional and personal backgrounds of the participants. Next, the results for the Teacher Stress Inventory (TSI) are presented by identifying the three stress source factors and stress manifestations that were most prominent among the respondents. The section ends with a discussion of the self-reported stress sources as identified by the Dual Immersion teachers, as well as presenting coping strategies offered by the respondents.

Personal Characteristics

The average age for the participants of this study was 38.6; the range of age was from 28-55. The sample consisted of 6 female teachers and one male.

The average commute time for teachers was 15.4 minutes (one-way).

Professional Characteristics

Teachers were asked to report on demographic variables that were pertinent to their professional experiences. The average (n = 7) teaching career for respondents was 9.7 years. The range of teaching
experience was 2-30 years. All of the teachers, with the exception of one, taught at the elementary school level.

Two out of the seven respondents possessed Masters Degrees, while the rest only had Bachelor’s degrees and teaching credentials. The teachers are all DI instructors working with non-handicapped students.

Teacher Stress Inventory: Stress Source Factors

The TSI measures teacher stress based on five stress sources, as well as the 5 stress manifestations. The TSI uses a 5-point Likert scale to measure feelings of teacher stress (see Figure 3). The goal of this study is to examine the range of teacher stress among Dual Immersion educators and to examine the main sources of stress. The mean score for each source was calculated (see table 4) and the top three sources and manifestations are identified. For a detailed look at the individual responses for each sub-section please refer to Appendix E.
Table 4. Teacher Stress Inventory Mean Teacher Response

<table>
<thead>
<tr>
<th>Factor items</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Stress sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td>Work-related stressors</td>
<td>7</td>
<td>3.7</td>
</tr>
<tr>
<td>Professional Distress</td>
<td>7</td>
<td>2.7</td>
</tr>
<tr>
<td>Discipline and Motivation</td>
<td>7</td>
<td>2.1</td>
</tr>
<tr>
<td>Professional Investment</td>
<td>7</td>
<td>2.9</td>
</tr>
<tr>
<td>Five Stress Manifestations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional manifestations</td>
<td>7</td>
<td>2.6</td>
</tr>
<tr>
<td>Fatigue manifestations</td>
<td>7</td>
<td>2.7</td>
</tr>
<tr>
<td>Cardiovascular manifestations</td>
<td>7</td>
<td>2.3</td>
</tr>
<tr>
<td>Gastronomical manifestations</td>
<td>7</td>
<td>1.7</td>
</tr>
<tr>
<td>Behavioral manifestations</td>
<td>7</td>
<td>1.2</td>
</tr>
<tr>
<td>Total Stress</td>
<td>7</td>
<td>2.54</td>
</tr>
</tbody>
</table>

Figure 3. Teacher Stress Inventory Likert-Scale

The top three sources of stress were work-related stressors (3.7), time management (3.5) and professional...
investment (2.9). The results are indicative of mild-medium sources of stress (Fimian).

**Time Management**

The average score (see table 5) among all respondents for time management was 3.5, and there was a range from 2.75-3.87. The proper use of time can literally be the difference between a stressful day and a non-stressful day. Areas of time management that were a major source (ratings of 4 or 5 on the TSI) of stress for teachers were: trying to do more than one task at one time, over-committing themselves, having little time in the day for rest and relaxation, and a sense of not enough time in the day to get things finished.

Table 5. Scores for Time Management

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>2</td>
<td>4.33</td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
</tr>
<tr>
<td>4</td>
<td>3.1</td>
</tr>
<tr>
<td>5</td>
<td>4.3</td>
</tr>
<tr>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>7</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.7</strong></td>
</tr>
</tbody>
</table>
Work-Related Stressors

The TSI measured different aspects of work-related stressors (See appendix for more details). The average score (see table 6) was 3.7 in terms of how noticeable the stress was, in this case it was of medium strength for the majority of teachers. The range of stress was from 2.5 (mild strength) to 4.5 (great strength). Areas that were sources of great or major strength included: large caseloads/class sizes, personal priorities being shortchanged as a result of time demands, little time allotted for lesson preparation, a sense of the school day going too fast, and a general sense of there being too much work to do on a given day.

Table 6. Scores for Work Related Stressors

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>2</td>
<td>4.33</td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
</tr>
<tr>
<td>4</td>
<td>3.1</td>
</tr>
<tr>
<td>5</td>
<td>4.3</td>
</tr>
<tr>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>7</td>
<td>4.1</td>
</tr>
</tbody>
</table>

Average 3.7
Professional Investment

The third source of stress, as indicated by teacher response was personal investment. Teachers often possess strong personal commitment to their vocation (O’Connor, 1997) and doing so can sometimes result in stress. The average stress level in the area of professional investment was 2.9. However it is important to note, that the range (see table 7) varied from 1.5 (no strength) to 4.75 (great strength). Four out of the seven respondents (57%) had an average score of 3.25 or higher, which is indicative of medium-great strength. The aspects of professional investment that were sources of great or major strength: lack of control over decisions made regarding school/classroom matters, not feeling emotionally/intellectually stimulated, as well as lack of opportunities for professional development.
Table 7. Scores for Professional Investment

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>2</td>
<td>3.25</td>
</tr>
<tr>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>5</td>
<td>4.75</td>
</tr>
<tr>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>7</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>2.9</strong></td>
</tr>
</tbody>
</table>

Teacher Stress Inventory Stress Manifestations

High levels of stress manifestations in the long run can lead to teacher burnout (Jepson & Forrest, 2006). The top three areas of stress manifestations, as recorded by respondents, included: Emotional manifestations, Fatigue manifestations, and Cardiovascular manifestations.

Fatigue Manifestations

According to the respondents, when experiencing stress their typical response is feelings of fatigue. The average response rate (see table 8) was 2.7, which signifies mild strength. The range of response was 1.4 (no strength) to 3.6 (medium strength). The areas of fatigue that were of great or major strength for respondents
included: physical exhaustion, becoming fatigued in a short period of time, procrastinating work and sleeping more than usual.

Table 8. Scores of Fatigue Manifestations

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Fatigue manifestations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
</tr>
<tr>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>3.6</td>
</tr>
<tr>
<td>7</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>2.7</strong></td>
</tr>
</tbody>
</table>

Emotional Manifestations

Forman (1990) offers a list of irrational beliefs that teachers' hold which can lead to feelings of stress. Included in this list are the teachers need to have constant approval from students, teachers, parents and administrators; need to be a perfectionist is all aspects of their career; and permitting other teachers or students to make them feel less than.
The average response score (see table 9) was 2.6, indicating that most of the teachers surveyed experienced mild feelings of emotional manifestations. The range of emotions was 1.2 (no strength) to 5 (great strength). The areas of emotional manifestation that revealed great or major sources of stress included: feelings of insecurity and vulnerability, as well as feelings of anxiousness.

Table 9. Scores for Emotional Manifestations

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>3</td>
<td>1.8</td>
</tr>
<tr>
<td>4</td>
<td>2.8</td>
</tr>
<tr>
<td>5</td>
<td>2.2</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>3.4</td>
</tr>
<tr>
<td>Average</td>
<td>2.6</td>
</tr>
</tbody>
</table>

Cardiovascular Manifestations

According to the American Institute of Stress, prolonged stress can "contribute to health related issues such as hypertension, strokes, and heart attacks" (stress.org). The stress response recorded by participants in relation to cardiovascular manifestations had an
average of 2.3, providing evidence of mild stress. The range of cardiovascular manifestations was 1-3.6. Respondents showed great or major strength by responding to stress with feelings of increased blood pressure and the feeling of heart pounding.

Table 10. Scores for Cardiovascular Manifestations

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>3.3</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>average</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Discussion

The TSI was used a tool to measure the source of stress among the DI teachers, as well as how the stress manifests. The results of this portion of the study were insightful indicators of stress sources. Jepson & Forrest (2006) found that burnout was often linked to feelings of "physical, mental, and emotional exhaustion". Interestingly enough, these three indicators of burnout
were prominent manifestations of stress among participants. The main sources of stress among respondents were due to work-related stressors, problems associated with time management, and professional investment. A study completed by Zurlo, Pes, and Cooper (2007) among Italian school teachers found similar results, in which teachers reported issues such as work overload, lack of promotion opportunities and unsatisfactory working relationships, as sources of stress.

Teacher Response

The next section will focus on the open-ended response portion of the study. It will be broken up into four sections: 1.) Causes of stress; 2.) Identifying Stress; 3.) Administrative support; and 4.) coping with Stress.

Causes

Respondents were asked to identify three things that they believed caused them the most stress. Upon reading the answers there emerged three aspects that teachers attributed stress to: lack of materials, lack of support, and the feeling of not enough time in the day. This observation is consistent with a study completed by Kyriacou, as referenced by Montgomery & Rupp (2005):
the main sources of teacher stress stem from teaching students who lack motivation; maintaining discipline in the classroom; confronting general time pressures and workload demands; being exposed to a large amount of change; being evaluated by others; having difficult or challenging relationships with colleagues, administration, or management; and being exposed to generally poor working conditions.

Kokkinos (2007) described "many contextual factors have been identified in the literature to relate to teachers' occupational stress, such as..., the diversity of tasks required, bureaucracy, lack of support, workload, time pressure, the amount of paperwork required and lack of resources provided". All factors listed by Kokkinos correspond with factors listed by participants of this study.

Lack of Materials

Dual Language instructors are limited to using the planned curriculum adopted by the school. One of the participants shared that "most of the core materials are poorly translated...supplemental materials are not available or need to be translated by teachers". She went on to share that she is most successful in the classroom when she uses materials given to her by co-workers.
Without adequate resources to use in the classroom, it can eventually lead to teacher burnout, not to mention low student engagement in the education process (Hakanen, Bakker, & Schaufeli, 2006). Another participant shared that the curriculum employed by her district is "poorly translated" which makes it difficult to use in the classroom.

**Lack of Support**

A Dual Immersion teacher shared that his biggest challenge in curriculum implementation stems from administrators not supporting bilingual education due to "ignorance and plain racism". Rosa Castro Feinberg (1999) reveals that the administrators in her study possessed no formal training and had to essentially 'learn on the job'. For a DI program, like any program, it necessitates support from co-workers all the way to district officials. Feinberg believed that much of the perceived administrative "lack of support" was simply due to lack of knowledge of the program. With administrators lacking support or training in DI, it can be suspected that teachers are too lacking this much needed training. One of the participants of this study shared there is a lack of training opportunities geared towards DI instructors, and that when they are offered "they come too late".
There's Not Enough Time

Time is of the essence for teachers. With the typical school year lasting 180 days, teachers must find time to teach all the state standards. Preparation time was identified by respondents to be lacking in their professional life. Often teachers find it necessary to bring home unfinished grading or to work on lessons on their personal time. Every participant spent average of 1-2 hours a day (Monday-Friday) preparing and planning for their class, either before school or after school. With the uncertainty of the days events (i.e. parent stopping by after class, students who need extra tutoring, after-school meetings) many of the teachers have found themselves bringing home work on the weekends or to do in the evenings during the week. The extra time spent on classroom matters took time away from family time or time usually spent relaxing for the upcoming school week. It is not unusual then for teachers to feel high levels of fatigue, anxiousness or impatience when they are under stress (see Table 10, Hakanen, Bakker, & Schaufeli, 2006).

Stress

Kyriacou (n.d.) defined teacher stress “as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or
depression”. This definition is consistent with the self-reported responses to stress as shown in Table 11.

Table 11. Teacher Response to Open-Ended Questions

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Stress highest</th>
<th>Stress lowest</th>
<th>Response</th>
<th>Coping with stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Report Card time</td>
<td>“When all lessons and activities are ready.”</td>
<td>Anxious</td>
<td>Find a mentor you can trust.</td>
</tr>
<tr>
<td>2</td>
<td>When everything is due “yesterday”</td>
<td>“When they let me teach”</td>
<td>n/r*</td>
<td>Be very organized</td>
</tr>
<tr>
<td>3</td>
<td>Report card time</td>
<td>n/r*</td>
<td>Nervous. anxious</td>
<td>n/r*</td>
</tr>
<tr>
<td>4</td>
<td>Report card time and testing time</td>
<td>“When support is given or students aren’t ‘pushed’ to take tests”</td>
<td>Impatient, grouchy, or feelings of sadness</td>
<td>Collect DI instructional materials; training in discipline and classroom management</td>
</tr>
<tr>
<td>5</td>
<td>Testing time</td>
<td>“After testing time”</td>
<td>Nervous</td>
<td>n/r*</td>
</tr>
<tr>
<td>6</td>
<td>Testing time &amp; report card; parent conferences &amp; open house</td>
<td>“When on vacation!”</td>
<td>Cranky, tired.</td>
<td>Having complete support in the program (includes parents, co-workers, administrators)</td>
</tr>
<tr>
<td>7</td>
<td>Beginning of the year &amp; Testing</td>
<td>“Minimum day and a few months after the school year commences.”</td>
<td>Short-tempered</td>
<td>Use time wisely &amp; always try to learn more.</td>
</tr>
</tbody>
</table>

*n/r: no response

Coping

During the review of the literature and in conversation with teachers, there emerged a pattern of
roles that Educators take on. O'Connor (1997) discusses the strong level of professional commitment that many educators place and how this translates into their emotions forming their identities. He later describes the roles that teachers take can often carry repercussions in their personal life. A teacher who adopts the role of an "actor...sustains positive feelings in order to engage his/her students and create an exciting learning environment." O'Connor also identifies the role of teacher as "crusader", in which teachers get emotionally invested in the lives of their students. Often these roles are not consciously taken, but rather assumed over time as a way of coping with the demands associated with working in Education. Adapting from Dr. Barbara Flores' (1985) Reading Paradigms structure, I was able to create Teachers Adopted Roles model. This model describes the various roles that are taken on by educators based on personal beliefs on teacher expectations.
<table>
<thead>
<tr>
<th>Teacher role</th>
<th>Teacher as a parent</th>
<th>Teacher as a task master</th>
<th>Teacher as an actor</th>
<th>Teacher as a facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong>&lt;br&gt;self-view</td>
<td>A teacher is not doing their job if they are not genuinely caring about their students, regardless of personal concerns.</td>
<td>A teacher is one whose students are on task and understand the assignments. A teacher is one who implements the curriculum set forth by the standards.</td>
<td>A teacher is one who can set aside their personal issues and can help students maintain an interest in education.</td>
<td>A teacher is one who is able to scaffold and create an environment where learning is cooperative in nature.</td>
</tr>
<tr>
<td><strong>Teacher's</strong>&lt;br&gt;perceived duties</td>
<td>Tries to create a healthy environment where all students feel valued.</td>
<td>Must ensure that all students are on task. Must ensure that all students are learning the same standards.</td>
<td>Must keep students entertained. Must make sure students are having “fun” in class.</td>
<td>Create a group learning environment.</td>
</tr>
<tr>
<td><strong>High Points</strong></td>
<td>Teacher genuinely cares about the well-being of students.</td>
<td>Teacher takes their role seriously and wants to ensure the success of all students.</td>
<td>Teacher is creative in finding unique methods to teach students content lessons.</td>
<td>Teacher acts as a guide rather than a divulger of knowledge.</td>
</tr>
<tr>
<td><strong>Stress makers</strong></td>
<td>Teacher may find they are too emotionally invested and not receiving any student response. Extra time spent on students may conflict with family obligations (of the teacher).</td>
<td>Teacher may set expectations that may not be attainable by all students. Extra time spent on differentiating lessons to help students understand content.</td>
<td>Creating “engaging lessons”. Students may not be accustomed to teachers facilitating work, which can create disarray in classroom.</td>
<td></td>
</tr>
</tbody>
</table>

53
Maslow's theory of human motivation identifies physiological, safety, love, and esteem as the things that drive human behavior. As each need is met restlessness can occur until the human finds what "he is fitted for" (Herman & Marlow, 2005). Teaching is a vocation that involves a high degree of commitment (Hakanen, Bakker, & Schaufeli, 2006) and with this commitment comes stress. The following are suggestions given by the DI instructors as ways to handle the stressful nature of teaching, and more specifically DI instruction.

1. Find yourself a mentor that you can trust.
2. Always be open to improving your knowledge in theory and classroom strategies.
3. Be organized, know what you are doing every day.
4. Talk to your colleagues and start collecting materials that you can use to supplement in the classroom. It is never too early!
5. Accept that all children are teachable, but not every child is at the same level at the same time.
6. Use time wisely.
7. Simply, do the best you can...nobody is perfect.

Coping strategies vary from individual to individual, what works best for one person may not necessarily provide
alleviation of stress for another. Teachers who feel that they are experiencing high levels of stress would benefit from imploring one or more of the suggestions provided by the respondents, in order to find a method that best suits their personal needs. Stress is a part of life and of teaching, and the findings of this study suggest that teachers can best be prepared to deal with the challenges of teaching by being aware of what triggers feelings of stress. Once having identified stress sources, teachers can then find ways to cope with their stressors.
CHAPTER FIVE

CONCLUSION

The current study described offers a glimpse into the stressful nature of teaching. Further it presents the accounts of dual language teachers and the areas of curriculum implementation that they find to be challenging and stressful. The study combined a quantitative and qualitative approach to data collection and allowed for a general examination of stress sources among the respondents. In addition the mixed methods approach allowed for insightful reflections based on the personal accounts of every individual teacher.

The results of the quantitative portion indicated three sources of stress affected the Dual Language teachers (as measured by the TSI instrument): time management, work-related stressors, and professional investment. The qualitative component of the study allowed the Dual Language teachers to specify in the areas of stress, as indicated by the TSI survey. A great deal of the reported stress felt by the participants resulted from a lack of time to complete all classroom responsibilities, which eventually had to be done on their own personal time. Bringing homework was a daily occurrence for all of
the teachers interviewed, as well as allocating time on the weekends for classroom preparation.

Dual Language educators, albeit not unlike their mainstream counterparts, reported that the district supplied textbooks are poorly written. In fact, some of the participants found that the Spanish translation was so poor that they had to spend extra time reviewing it in order to make it appropriate for student instruction. Furthermore, districts did not purchase many of the supplemental materials for the teachers; which resulted in many of the teachers having to create their own or ask colleagues for supplemental materials.

An investigation into teacher stress would be insightful, as teachers hold an important position in our society. The stress that teachers experience comes from both professional and personal factors (Kokkinos, 2007). Further studies examining personal factors, such as family responsibility, finances, etc, and their relation as a contributing factor to stress would be interesting.

Administrators, parents and future teachers would benefit from reading studies related to teacher stress, and specifically the stressors unique to Dual Immersion educators. It is important for the society to become aware of the multi-faceted features of education in order to
understand that teachers possess lives outside the classroom. Teachers experiencing burnout can have an effect on their teaching effectiveness, especially in the areas of “reduced teacher-pupil rapport, teacher warmth, teacher satisfaction, pupil motivation” (Cunningham, 1983). Further, there are increased risks of early retirement, absenteeism and career changes. Participants of this study also noted the importance of finding a good mentor and fostering good working relationship with colleagues. Teaching can be a very isolated career in terms of peer interactions among educators. Creating and maintaining professional working relationships, can create a network for collaborative teaching and sharing of teaching strategies.

By working together to build awareness of the sources of teacher stress, it may be possible to take measures to prevent burnout among educators, as well as keeping them in the field longer. Positive school environments, in which teachers are validated and affirmed, can have dramatic effects on how teachers interact with their own students.
Recommendations

Teachers serve an integral role in our society, and taking on added roles such as parent or crusader can create additional stress. Additional studies examining teacher stress are needed, specifically qualitative studies giving true examples and stories of teachers dedicating themselves to their profession and the challenges faced in doing so.

Scholars wanting to investigate Dual Language teacher stress would benefit from using the given instruments presented in this study. Researchers should employ a longitudinal study, using a larger sample of Dual Language educators and conducting individual, in-person interviews with respondents. Further, taking a look into personal stress factors, as well as professional, would give a different perspective into sources of stress. Researchers might also want to do a study using mainstream teachers as well as Dual Language teachers, and search for commonalities between the two, as sources of stress unique to both sets of educators.

This study has not only opened my eyes to the stress related to teaching in general but also to the major stressors facing Dual Language educators specifically. Teaching today is highly demanding and we, as teachers,
need to balance our family, work, and personal responsibilities. Too often teachers take on more than is required in their job description and find it difficult to manage their time efficiently. In being able to deal with the stressful nature of teaching in a healthy and productive way, will we be able to fight teacher burnout from the frontlines.

In addition to presenting the epidemic of teacher stress affecting today's educators, this study gives a voice to Dual Language teachers. Dual Language teachers are a rarity in the educational sphere. These educators have a passion for the work that they do and are not immune to the stress that teaching involves. Hearing the voices and challenges of this group of educators is of vital importance, for without a voice their concerns and barriers to curriculum implementation will never be known. If they are not given a voice and the support they need, not only are we hurting the teachers but also the children in the classrooms.
APPENDIX A

COVER LETTER
March 25, 2008

Dear Participants,

First of all, THANK YOU for agreeing to assist me with my study. My Master’s thesis is focusing on teacher stress, specifically on Dual Immersion (DI) teachers. I have found that there has been minimal research focusing on DI instructors, and it is my belief that it is an area of Education that should be examined. After all if our teachers aren’t happy and performing at their best, then neither will the students.

I have included the following:

1. Consent form
2. Teacher stress inventory
3. Open-ended questionairre

I would appreciate if you can find the time to assist me in my studies by completing all three forms.

If you can please complete this within the next week and please have it back to me NO LATER than April 10, 2008. (I am on a strict deadline 😊).

**I have included a stamped envelope that you can simply drop in the mail with the forms when you are finished.

Thank you again for your help!

If you have any questions please send me an email: Apodaca_monicas@msn.com

Monica Apodaca

CSU San Bernardino Graduate Student
APPENDIX B

LETTER OF CONSENT
For Informed Consent Form

You are invited to participate in research for a Master’s thesis project, this research is being conducted under the supervision of Prof. Barbara Flores, Department of Language, Literacy, and Culture, California State University, San Bernardino. This study will examine the stress that Dual Immersion teachers face, identify common themes that triggers stress, and to discuss coping strategies that can be used to alleviate the stress. This research has been approved by California State University, San Bernardino.

Participants of this study can expect to be interviewed by the researcher and complete a survey measuring teacher stress. This study will last two weeks.

Possible risks: Minor psychological distress for educators who have not come to terms with the stressful nature of their career

Possible benefits: The study will also take a unique look into an area of teaching that is not usually discussed in teacher preparation courses, and will hopefully allow future educators to be better prepared for the experiences that lie ahead. Administrators will also benefit from this study by encouraging them to provide their staff with stress management strategies and to ask themselves how they can be more proactive in alleviating stress among their staff.

Confidentiality: All data collected and documented in the paper concerning names, schools, and locations will be changed to ensure the privacy of the participant.

Participation in this study is voluntary and the participant is entitled to discontinue participation at any time. If you have any questions about this research please contact my advisor, Prof. Barbara Flores at 909-537-5921.

_________________________________________  __________________________
Participant Name (Please Print)                    Date

_____________________________________
Participant Signature
APPENDIX C

TEACHER STRESS INVENTORY
TEACHER CONCERNS INVENTORY

The following are a number teacher concerns. Please identify those factors which cause you stress in your present position. Read each statement carefully and decide if you ever feel this way about your job. Then, indicate how strong the feeling is when you experience it by circling the appropriate rating on the 5-point scale. If you have not experienced this feeling, or if the item is inappropriate for your position, circle number 1 (no strength; not noticeable). The rating scale is shown at the top of each page.

Examples:

I feel insufficiently prepared for my job. 1 2 3 4 5

If you feel very strongly that you are insufficiently prepared for your job, you would circle number 5.

I feel that if I step back in either effort or commitment, I may be seen as less competent. 1 2 3 4 5

If you never feel this way, and the feeling does not have noticeable strength, you would circle number 1.

HOW STRONG?
1 no strength; barely noticeable
2 mild strength; moderately noticeable
3 medium strength; noticeably noticeable
4 great strength; very noticeable
5 major strength; extremely noticeable

TIME MANAGEMENT

1. I easily over-commit myself. 1 2 3 4 5
2. I become impatient if others do things to slowly. 1 2 3 4 5
3. I have to try doing more than one thing at a time. 1 2 3 4 5
4. I have little time to relax/enjoy the time of day. 1 2 3 4 5
5. I think about unrelated matters during conversations. 1 2 3 4 5
6. I feel uncomfortable wasting time. 1 2 3 4 5
7. There isn’t enough time to get things done. 1 2 3 4 5
8. I rush in my speech. 1 2 3 4 5

Add items 1 through 8; divide by 8; place your score here:
WORK-RELATED STRESSORS

9. There is little time to prepare for my lessons/responsibilities. 1 2 3 4 5
10. There is too much work to do. 1 2 3 4 5
11. The pace of the school day is too fast. 1 2 3 4 5
12. My caseload/class is too big. 1 2 3 4 5
13. My personal priorities are being shortchanged due to time demands. 1 2 3 4 5
14. There is too much administrative paperwork in my job. 1 2 3 4 5

Add items 9 through 14; divide by 6; place your score here:

PROFESSIONAL DISTRESS

15. I lack promotion and/or advancement opportunities. 1 2 3 4 5
16. I am not progressing my job as rapidly as I would like. 1 2 3 4 5
17. I need more status and respect on my job. 1 2 3 4 5
18. I receive an inadequate salary for the work I do. 1 2 3 4 5
19. I lack recognition for the extra work and/or good teaching I do. 1 2 3 4 5

Add items 15 through 19; divide by 5; place your score here:

DISCIPLINE AND MOTIVATION

I feel frustrated...

20. ...because of discipline problems in my classroom. 1 2 3 4 5
21. ...having to monitor pupil behavior. 1 2 3 4 5
22. ...because some students would better if they tried. 1 2 3 4 5
23. ...attempting to teach students who are poorly motivated. 1 2 3 4 5
24. ...because of inadequate/poorly defined discipline problems. 1 2 3 4 5
25. ...when my authority is rejected by pupils/administration 1 2 3 4 5

Add items 20 through 25; divide by 6; place your score here:
PROFESSIONAL INVESTMENT

26. My personal opinions are not sufficiently aired.  1  2  3  4  5
27. I lack control over decisions made about classroom/school matters.  1  2  3  4  5
28. I am not emotionally/intellectually stimulated on the job.  1  2  3  4  5
29. I lack opportunities for professional improvement.  1  2  3  4  5

Add items 26 through 29; divide by 4; place your score here:

EMOTIONAL MANIFESTATIONS

I respond to stress...

30. ...by feeling insecure.  1  2  3  4  5
31. ...by feeling vulnerable.  1  2  3  4  5
32. ...by feeling unable to cope.  1  2  3  4  5
33. ...by feeling depressed.  1  2  3  4  5
34. ...by feeling anxious.  1  2  3  4  5

Add items 30 through 34; divide by 5; place your score here:

FATIGUE MANIFESTATIONS

I respond to stress...

35. ...by sleeping more than usual.  1  2  3  4  5
36. ...by procrastinating.  1  2  3  4  5
37. ...by becoming fatigued in a very short time.  1  2  3  4  5
38. ...with physical exhaustion.  1  2  3  4  5
39. ...with physical weakness.  1  2  3  4  5

Add items 35 through 39; divide by 5; place your score here:

CARDIOVASCULAR MANIFESTATIONS

I respond to stress...

40. ...with feelings of increased blood pressure.  1  2  3  4  5
41. ...with feeling of heart pounding or racing.  1  2  3  4  5
42. ...with rapid and/or shallow breath.  1  2  3  4  5

Add items 40 through 42; divide by 3; place your score here:
GASTRONOMICAL MANIFESTATIONS

I respond to stress...

43. ...with stomach pain of extended duration.  
44. ...with stomach cramps.  
45. ...with stomach acid.

Add items 43 through 45; divide by 3; place your score here:

BEHAVIORAL MANIFESTATIONS

I respond to stress...

46. ...by using over-the-counter drugs.  
47. ...by using prescription drugs.  
48. ...by using alcohol.  
49. ...by calling in sick.

Add items 46 through 49; divide by 4; place your score here:

TOTAL SCORE

Add all calculated scores; enter the value here ______.

Then, divide by 10; enter the Total Score here ______.
Demographic Variables

Your sex:

Number of years you have taught? _____

Your age: _____

How many students do you teach each day? _____

What level students do you teach? (circle the rest of your answers)
   Elementary          Middle School          Secondary

With what type of students do you work?
   Nonhandicapped      Handicapped

Which is the most advanced degree you have?
   Bachelors           Masters           Doctorate

Do you and your peers support one another when needed?   Yes   No

Do you and your supervisors support one another when needed?   Yes   No
APPENDIX D

OPEN-ENDED SURVEY INSTRUMENT
Interview Questions

1. What do you believe are the top three things that cause you stress?
   1. 
   2. 
   3. 

2. How supportive are the administrators with you and the DI program?

3. How long are you given each day for preparation?

4. How long do you spend each day planning and preparing for class?

5. How often do you bring home work?

6. How long is your commute?

7. When you are stressed how do you act?

8. When is stress the highest?

9. When is stress the lowest?

10. As a dual immersion teacher, what are your biggest challenges in implementing your curriculum?

11. What have been your biggest successes in the classroom?

12. If you could go back in time, would you choose to enter the teaching field again?

13. What suggestions would you offer other DI teachers to help cope with the stresses created by this field of Education?

14. Did you feel adequately prepared to teach a DI classroom?
APPENDIX E

TEACHER STRESS INVENTORY RESULTS
<table>
<thead>
<tr>
<th>Respondent</th>
<th>Years taught</th>
<th># students</th>
<th>degree</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- male</td>
<td>10</td>
<td>83</td>
<td>Bachelors</td>
<td>47</td>
</tr>
<tr>
<td>2- female</td>
<td>30</td>
<td>15</td>
<td>masters</td>
<td>83</td>
</tr>
<tr>
<td>3- female</td>
<td>2</td>
<td>30</td>
<td>Bachelors</td>
<td>28</td>
</tr>
<tr>
<td>4- female</td>
<td>4</td>
<td>15</td>
<td>Bachelors</td>
<td>36</td>
</tr>
<tr>
<td>5- female</td>
<td>15</td>
<td>31</td>
<td>masters</td>
<td>37</td>
</tr>
<tr>
<td>6 female</td>
<td>3</td>
<td>20</td>
<td>Bachelors</td>
<td>55</td>
</tr>
<tr>
<td>7-female</td>
<td>4</td>
<td>35</td>
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<td><strong>Average</strong></td>
<td><strong>9.7</strong></td>
<td><strong>32.7</strong></td>
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<td><strong>38.6</strong></td>
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<table>
<thead>
<tr>
<th>Time Management</th>
<th>Work-related stressors</th>
<th>Professional Distress</th>
<th>Discipline &amp; Motivation</th>
<th>Professional Investment</th>
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<td><strong>3.7</strong></td>
<td><strong>2.7</strong></td>
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<table>
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<tr>
<th>Fatigue Manifestations</th>
<th>Cardiovascular Manifestations</th>
<th>Gastronomical Manifestations</th>
<th>Behavioral Manifestations</th>
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REFERENCES


