Teacher attitudes and perceptions of limited English proficient students toward academic achievement, motivation and ability

Silvia Viramontes Lagunas

Follow this and additional works at: https://scholarworks.lib.csusb.edu/etd-project

Part of the Education Commons, and the First and Second Language Acquisition Commons

Recommended Citation
Lagunas, Silvia Viramontes, "Teacher attitudes and perceptions of limited English proficient students toward academic achievement, motivation and ability" (1998). Theses Digitization Project. 1566. https://scholarworks.lib.csusb.edu/etd-project/1566

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
TEACHER ATTITUDES AND PERCEPTIONS OF LIMITED ENGLISH PROFICIENT STUDENTS TOWARD ACADEMIC ACHIEVEMENT, MOTIVATION AND ABILITY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Bilingual/Cross-Cultural Option

by
Silvia Viramontes Lagunas
June 1998
TEACHER ATTITUDES AND PERCEPTIONS OF LIMITED ENGLISH PROFICIENT STUDENTS TOWARD ACADEMIC ACHIEVEMENT, MOTIVATION AND ABILITY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Silvia Viramontes Lagunas

June 1998

Approved by:

Dr. Jose Hernandez, First Reader

Dr. Barbara Flores, Second Reader
ABSTRACT

The purpose of this study was to assess bilingual and non-bilingual teachers' attitudes toward Limited English Proficient (LEP) students on three variables; academic achievement, motivation and ability. The study was designed to answer the question; are there differences in attitudes between bilingual and non-bilingual teachers toward LEP students? In particular, is there a difference in attitudes in the areas of academic achievement, motivation and ability?

A Likert-Type scale was distributed to 120 graduate students in education from a regional state university. Nine questions from three scales were randomly chosen and analyzed utilizing a 2x3 analysis of variance design.

The results indicated that there were significant differences in attitudes between bilingual and non-bilingual teachers toward LEP students in the areas of motivation and ability. However, in the area of academic achievement, no significant differences were found. These finding suggest that bilingual teachers have more positive attitude toward LEP students than non-bilingual teachers in the areas of motivation and ability but no in terms of academic
achievement.
DEDICATION

To my children, Andrew and James,

Thank you for being patient and sacrificing some of our time together to allow me to continue with my studies. I hope this serves as an inspiration for both of you to go on and pursue a higher education. I love you both with all my heart.

To my husband Ralph,

Thank you for your support and allowing me to come this far.

Te amo con todo mi corazón.

Para mis padres,

Gracias por su apoyo y por cuidar de mis hijos.

To my brother and sisters,

Thank you for cheering me on. I love you all!

Dr. J. Hernandez,

Thank you for not giving up on me and not allowing me to give up. Thank you for not taking “I can’t” for an answer.
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT .................................................................. iii</td>
</tr>
<tr>
<td>LIST OF TABLES ........................................................ vii</td>
</tr>
<tr>
<td>CHAPTER ONE</td>
</tr>
<tr>
<td>Introduction and Purpose of Study ........................... 1</td>
</tr>
<tr>
<td>Background to the Study .......................................... 4</td>
</tr>
<tr>
<td>The Problem .......................................................... 10</td>
</tr>
<tr>
<td>Statement of the Problem ........................................ 11</td>
</tr>
<tr>
<td>Research Questions ................................................ 12</td>
</tr>
<tr>
<td>Definition of Terms ............................................... 12</td>
</tr>
<tr>
<td>CHAPTER TWO</td>
</tr>
<tr>
<td>Review of Related Literature ..................................</td>
</tr>
<tr>
<td>Early Studies .................................................... 14</td>
</tr>
<tr>
<td>Recent Studies .................................................... 19</td>
</tr>
<tr>
<td>Summary of Review ................................................. 21</td>
</tr>
<tr>
<td>CHAPTER THREE</td>
</tr>
<tr>
<td>Design/Methodology ...............................................</td>
</tr>
<tr>
<td>Research Design .................................................... 24</td>
</tr>
<tr>
<td>Subjects ............................................................. 25</td>
</tr>
<tr>
<td>Methodology .......................................................... 26</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 1. Analysis of Variance for Academic Achievement, Motivation and Ability .......................... 28
CHAPTER ONE
INTRODUCTION AND PURPOSE OF STUDY

Between 1970-1990, the percentage of minority students enrolled in California elementary schools increased from 27% to 46% of the total student population. Schools in California continue to grow with the influx of recent immigrant minority groups (Cortes, 1992). Immigrant minority groups include Mexican, Guatemalan, Vietnamese, Koreans and other language minority students (LMS) many of which include students who will be classified as Limited English Proficient (LEP). These groups also have a history of being academically unsuccessful in school. The low academic achievement of these students has become a concern in California schools because LEP students have lower educational attainment than mainstream American students. The question arises, why are these students in particular underachieving in school? There are various factors that contribute to their low academic achievement. Cortes (1992) describes three school context factors that explain why these students are not succeeding in school: 1) educational input, 2) instructional elements, and 3) specific qualities of students. He
refers to educational input as qualities such as staff knowledge of
minority students, effective instructional strategies and teachers'
expectations and attitudes. Instructional elements are defined as
the classroom curriculum, the subject emphasis and other
instructional materials. Students' qualities include language
proficiency, academic skills, self concept, social skills, motivation,
and social cultural attributes. Cortes proposes that the interactions
of the above factors contribute in one form or another to the
academic achievement or the under achievement of the LMS. In other
words, minority students are being impacted from different sources
and many of those circumstances are out of the students' control.

Because these social, institutional and personal influences
significantly influence the academic achievement of minority
students (which include LEP students) it is important that some of
them be more carefully examined. For the purpose of this project,
the emphasis will be on educational input factors, focusing
particularly on discovering any positive or negative teacher
attitudes toward LEP students and to discover if those attitudes
vary between bilingual and non-bilingual teachers.

It is difficult for a student to succeed in school if the
teachers' expectations about their academic potential are ambiguous or negative. Negative teacher expectations may lead to the Self Fulfilling Prophecy. The Self Fulfilling Prophecy (Rosenthal & Jacobson, 1968) is when a students' performance moves in the direction of the teachers' expectations to fulfill the teachers' existing predetermined perceptions (Brophy, 1983). When a teacher has an expectation of a student, two things may happen, 1) the students will act on the teachers' expectation and change their behavior to meet the teachers' expectation (which is a condition of the Self Fulfilling Prophecy), or 2) the teachers will expect the students to sustain their behavior and will not notice any improved behavior and will not encourage further behavior (Greene, 1990). Once teachers have a particular attitude or expectation of a student, they tend to track or grade that student accordingly to meet their expectation regardless of the students' actions or changed behavior (Leigh, 1977). Many teachers change their teaching style in order to meet their own expectations. The students eventually move into the direction to fulfill the teachers' expectations (Brophy, 1983 & Rist, 1970). Therefore, teachers' expectations and attitudes of their students academic potential are a crucial and important aspect of
the students educational experience.

The negative beliefs and attitudes of educators concerning the culture, language, family, and community of their students affect the school's organizational structure and may negatively affect the students' educational outcome. Therefore, in order for learning and success to be facilitated, teachers have to have a positive attitude of cultural and linguistic diversity (Byrnes, 1994).

A positive attitude exhibited by the teacher towards LEP students is crucial for the success of a student. Students need to feel wanted and valued; they need to know that their presence in the educational system is an asset for themselves, their teachers and their community. Valuing the students' culture and language, and incorporating it into the school's curriculum, gives value to LEP students. In other words, empowering the students is an important aspect that must be looked at in order to have successful LEP students in the school system (Morse, 1990).

BACKGROUND TO THE STUDY

Teachers' attitudes and expectations are factors that
contribute to the academic achievement of students (Blakey, 1971).

What teachers teach is important; however, how they teach and what their expectations are of the students are equally important. Teacher attitudes are the beliefs concerning the students' potential for academic achievement, motivation and ability. Teachers who are not trained to teach LEP students tend to isolate and segregate them because of what they perceive as the language barrier. As a result, LEP students do not socialize and interact with English speaking students and are not viewed as being capable of higher academic learning. Social interaction is an important part of LEP students' education (Penfield, 1987) because through social interaction, LEP students have the opportunity to widen their educational experiences.

Vygotsky (as cited by Wertsch, 1985) argues that: Any function in the child's cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an interpsychological category, and then within the child as an intrapsychological category (p. 60).

This means that in order for students to have an optimal learning environment, social interaction must be present. Social interaction
includes a positive interaction between the teacher and the students and students among students. In other words, through social interaction LEP students are given a wider range of opportunities to learn and internalize not only their second language but the academic skills necessary for successful school achievement.

In addition, the social context must be structured for optimal learning (Cortes, 1992). If teachers have high expectations of the students and they set up for high achievement, they will receive high achievers. IQ and standardized tests are usually good predictors of how well a member of the dominant group is going to do in school. However, these instruments are poor predictors of how well a member of a minority group is going to do in school. It is known that many minority group members usually receive low test scores. Therefore, when teachers group students based on test scores or ability, they segregate students academically and racially (Tuckman, 1972). Based on low standardized test scores, teachers form attitudes and opinions of students. Thus, the teachers' negative attitudes and perceptions of their LEP students set them up for failure.

Besides teacher attitudes being influenced by standardized
test scores, it has been found that students are also discriminated against based on their ethnicity. For example, Oakes (1995) found that there is an over representation of dominant group students in high ability tracks and an over representation of minority group students in low ability tracks. Because of the school and teachers' perceptions, minority students are not offered the same educational opportunities as mainstream American students. Some teachers base their attitudes and expectations on the students' explicit set of behaviors and they set goals for the students based on those expectations (Lynott, 1994). Teachers expectations are negative, their curricula and instructional program will be geared to meet those attitudes. As a result, students will receive a poor education. On the other hand, if the teachers attitudes are positive, their curricula and instructional program will be positive and as a result, students will receive an optimal education.

Several studies (Greene, 1990; Leigh, 1977; Rist 1970) have shown that the teachers' negative attitude may negatively contribute to the students academic success because teachers base student grades on their expectations. Therefore, a key element in student success becomes the teachers' attitude toward the student
and not the student's potential, ability or intelligence. Oakes (1995) found that teachers do not feel that minority students have the ability to be successful. Because of these negative attitudes, students, particularly minority students, continue to have a difficult time succeeding in academic subjects. Most of the negative teacher attitudes are attributed to teachers' unfamiliarity with the students' culture, language and ethnicity (Gottfredson, Marciniak, Birdseye & Gottfredson, 1995; Penfield, 1987).

Teachers attitudes toward their students are a very strong influence and they affect students in various forms. Student dropout rates are one of those consequences. Dropping out of school is a function of the relationship that exist outside and within the school system. Dropping out is a very complex issue that involves many factors. Some of these factors include the economy, race, society, and how LMS are viewed in comparison to the dominant culture. The impact that teachers have on the students is one that may affect the students for the rest of their lives. Some students go as far as dropping out of school because of the teachers' treatment and attitude toward them. The dropout rate of Black students is one out of four, among Hispanic students it is one out of three and the
dropout rate among Whites is one out of seven  (Calabrese, 1988).

Even teachers who have strong positive beliefs about their students, do not actually demonstrate an extremely positive attitude towards future academic success of students. A positive attitude is defined here as the teacher blindly trusting that the students are capable of being successful in school regardless of their race, language, social economic status or physical appearance. Many teachers feel that they truly care about their students' education. However, these teachers' biases and stereotypes about their students' ethnicity and language influence their attitudes, which impacts the students' education.

As much as some teachers try to be a positive influence on their students, they usually have doubts of what their students are actually capable of. For example, Tollefson, Melvin and Thippavajjala (1990) found that teachers who had students that were failing were willing to help them but they did not have much hope of success. Again, teachers' negative attitudes predetermine their expectations which do not allow them to positively teach their students with a successful outcome.

If the teachers have positive attitudes, they will believe in the
ability of every student and through their beliefs, they will be able to positively influence the students. In order for the teachers to have positive attitudes, they need to change their expectations to a positive ones (Gottfredson, et. al, 1995).

Teachers hold powerful expectations that have great influences on their pupils' educational success. Academic achievement is one of the areas that is greatly influenced. However, there are also other areas that the teachers impact with their attitudes and expectations. Students' behavior, self esteem, teacher-student interaction, motivation, and competence are also some of the other areas that affect the students. Therefore, if teachers are sending negative messages to students and the students are then acting on those massages, the students will in turn, be meeting a condition for the Self Fulfilling Prophecy (Brau, 1994, as cited by Bonetat).

THE PROBLEM

How students are viewed by their teachers, peers, community and society effects their school life. LEP students already suffer
from racial discrimination and exploitation outside of school. When teachers hold negative attitudes toward LEP students and those attitudes are exposed, teachers begin a cycle that continues to keep LEP students as underachievers. Teachers have great power over their students, through their attitude, perceptions and how they organize for learning. Therefore, teachers need to be aware of their power and use it wisely in order to influence their students in a positive manner. Teacher attitudes become a problem when their attitudes toward the students are negative and prevent the students from receiving an equal opportunity for a good education.

Statement of the Problem

The problem is that teacher attitudes are a powerful tool that is used daily in the classroom. Through their classroom behavior, teachers may convey a positive or negative message to their students. The message may include teachers' expectations of the students which influence their teaching style. As a result, LEP students may receive a powerful or a poor education depending if it is a positive or negative attitude. In general, teachers' attitudes may be reflected in three areas; their
expectations of the LEP students' academic achievement, motivation, and ability to be successful. The problem is that teachers' attitudes greatly affect the students' education but it is not known if there are major differences in attitudes between bilingual and non-bilingual teachers.

Research Questions

This project will specifically answer the following questions:

Are there differences in attitudes between bilingual and non-bilingual teachers toward LEP students? in particular:

a) Are there differences between bilingual and non-bilingual teachers' expectations of LEP students toward academic achievement?

b) Are there differences between bilingual and non-bilingual teachers' expectations of LEP students' motivation?

c) Are there differences between bilingual and non-bilingual teachers' expectations of LEP students' ability?

Definition of Terms

1) Limited English Proficient: The students are assessed by their
school or district and are labeled as LEP if they do not meet the criteria for being assessed as fluent English proficient. 2) Bilingual teachers: Those teachers that hold or are working towards a bilingual multiple subject teaching credential. In California, this is the Bilingual, Cross-Cultural, Language and Academic Development (BCLAD).

3) Non-bilingual teachers: Those teachers that have or are working toward a non-bilingual credential. In California, this is the Cross-Cultural, Language and Academic Development Credential (CLAD).

4) Teachers' attitudes: Teachers' judgments about their students' potential achievement, motivation and ability.

5) Student academic achievement: Students' grades that represent a "B" or above.

6) Student motivation: The students' natural eagerness and impulse to take an initiative.

7) Student ability: The students' natural capacity and aptitude to learn in school.
Teachers' attitudes influence the expectations they have of their students. By teachers acting on their attitudes, they directly affect various aspects of the students' educational experience. They manifest their expectations by changing or modifying their lesson plans and treating their students differently to match their expectations. As a result, the students may be affected in three areas: academic achievement, motivation, and the ability to be successful. This review will examine the related literature by first reviewing teachers' expectations and treatment of their students, then looking into how these teachers acquire their attitudes and then summarizing key points.

Early Studies

Early studies have shown that teachers' expectations and attitudes toward students affect the students' academic outcome (Brophy, 1983). Tollefson, Melvin, and Thippavajjala (1990) conducted a basic study where they asked a group of 44 teachers: 1)
what are the reasons why students do unsatisfactory work? 2) how do they work with these particular students? 3) to what do they attribute the students' failure? and 4) what are their expectations of the students' future work? The results indicated that in general most teachers attributed the students' academic difficulties to the students' low motivation, lack of family involvement, and acquired student characteristics. They also found that teachers felt that the students' acquired characteristics, which included things like poor attitude, poor study habits, and poor reading ability, were the most important factors that contributed to the students low academic achievement. What was more shocking about these findings was the fact that the teachers felt that the students had control over their acquired characteristics. Therefore, the students were at fault for their own failure. The teachers also believed that the students' characteristics were stable and that the students did not have a chance to succeed unless they changed their characteristics. Teachers did not feel that their teaching strategies or their attitudes affected the students academic outcomes. As a result, the teachers' expectations of the students' future were negative. The teachers felt that they did not have any responsibility for their
students' outcomes. Ironically, teachers felt compassion for their failing students and they were willing to help those students, but with not much hope of success. Having negative expectations and putting all the blame on the students relinquishes the teachers from any responsibilities. Blaming the students instead of taking responsibility for their lack of success, has become a common practice.

According to Tollefson, Melvin and Thippavajjala (1990), teachers blame everyone but themselves for the students' failure. They feel that they do not have control over the students' situation. These teachers feel that if students are not school prepared, they will not succeed in school regardless of what their potential is. Therefore, these teachers give up and do not bother with LMS. Because LMS have several disadvantages as seen by the dominant culture, teachers tend to blame the students' culture, parents, and community for their failure. They feel that the students' culture is non-civilized or deficient. This means that their culture does not prepare them to be successful in school. In addition, teachers with this attitude feel that parents are completely responsible for their children's education. They feel that if parents do not give students
individual assistance at home, regardless of the parents' occupation, education or ability, the students will just not improve.

Other studies (Brophy, 1983; Penfield, 1987) have shown that there is a great difference of quality and quantity of interaction between teachers and LEP students. LEP students tend to be given less praise and encouragement for their accomplishments. The teachers also fail to involve LEP students in activities where they may actively participate in the curriculum, in comparison to the Anglo students (Valencia, 1991). Because of the attitudes that teachers have of LEP students, teachers interact less, praise less and restrict their LEP students participation in the core curriculum.

The teachers' attitudes toward LEP students also affect the curriculum that they present to their students. Teachers tend to believe that students who have perceived language problems need to be exposed to low basic skills and therefore, these students are not challenged with higher level thinking activities. When teachers do not expose LEP students to the same curricular opportunities as other mainstream students, teachers create a barrier between these two groups. As students are grouped by ability, they interact with students who have the same ability level as their own. As a result,
students are tracked and/or placed in a group where they remain throughout their educational experience. Teachers may group students by ability with the purpose of meeting the students' needs. However, it is a high risk that teachers take because they begin to treat students differently to match their ability group. As a result, students who began at a top group remain at the top and students' who are placed in a low group remain at the bottom throughout their educational career (Tuckman, 1972).

A study conducted by Oakes (1995), found that grouping students within a school created segregation and discrimination against African-American and Latino students. Oakes studied two school systems and in both schools, tracking created racially imbalance classes, where an over representation of African-American and Latino students were found in low ability classes and an over representation of White and Asian students were found in high ability classes. African-American and Latino students were placed in low ability tracks even though their test scores were comparable to White and Asian students. As a result, African-American and Latino students received an unequal education. Students who were placed in low ability courses gained less
academically than those who were placed in high ability courses. Both school systems created a cycle that restricted minority students' opportunity and diminished their outcome. In fact, according to Oakes (1995), teachers who taught students in low academic tracks had lower expectations of their students and made curricular and instructional divisions that hinder their students' achievement. In addition, many low achieving students dropped out of school before they graduated from high school.

Recent Studies

On the other hand, more recent studies have also shown that teachers who understand their students' culture and background and care for their students' education regardless of their background, develop a positive attitudes toward their students and produce better achieving students (Pickles-Thomas, & Thomas, 1980; Byrnes, & Kiger 1994). In other words, if teachers' attitudes are affecting the students' educational outcome, it is important for teachers to have respect and understand the students they teach in order to develop high expectations for them and positively impact them. However, although some teachers claim to have a positive
attitude toward all students, some contradict themselves. Some teachers with positive attitudes resist having students identified with learning problems in their classroom. Teachers are afraid of failure, and knowing that there is a possibility of failure with one of their students, they prefer not to have them in their classroom (Fuchs, Fuchs, and Phillips, 1994). Teachers prefer to avoid any students that may make them look like failures.

Teachers' expectations are affected by various sources. For instance, information about the students' performance, students' track or placement, students' behavior, language, ethnicity, social economic status, gender, physical appearance and speech characteristics influence teachers' expectations. Teachers who have negative attitudes toward minority students will make them feel like their own culture, community and neighborhood are worthless and that only middle class values are valid and worthwhile (Bonetati, 1994). Some teachers form their expectations of their students early in the year based solely on false information about LEP students' language and cultural background (Olmedo, 1992).

In addition, part of the problem is that many teachers are not
prepared to teach culturally diverse and foreign language students. Some teachers have minimal qualifications to teach LEP students and school districts continue to offer them full and permanent teaching positions (Colvin, 1998).

Olmedo (1992) found that teachers have negative attitudes toward LEP students based on three false assumptions: 1) bilingual students have a deficient language system; 2) if bilingual students speak some English, they do not need special language services; and 3) parents of bilingual students do not care about their children's education. These false assumptions prevent teachers from giving LEP students an equal opportunity in the classroom. This does not mean that LMS learn differently than non-LMS. What this means is that there are certain issues, like ethnic identification and cultural practices that educators must be aware of in order to understand and meet their LMS's needs. As a result, LMS (which include LEP students) are the ones who suffer the consequences.

**Summary of Review**

In general, the literature indicates that teachers overall have attitudes that greatly influence their expectations and perceptions
of their students. Teachers' negative attitudes and perceptions affect LEP students' academic achievement. Teachers feel that the students' failure is out of their control and do not feel directly responsible in any form or manner for their students' failure.

Because of their attitudes, teachers treat students accordingly to meet their own expectations and as a result, LMS are given less praise and attention (Valencia, 1990). As a matter of fact, minority students are placed in low ability tracks with the intention of meeting their needs, but because of their teachers' negative attitude, these students receive a low quality education (Oakes, 1995).

On the other hand, teachers who have positive attitudes and perceptions about their students produce high achieving students. However, this is not always the case. Many teachers who have positive attitudes and expectations of all students refuse to be placed in a classroom where there is a possibility of failure (Fuchs, Fuchs, & Phillips, 1994).

Teachers' attitudes and perceptions are formed from various sources, most of which are negative stereotypes, misinformation and false assumptions about their LEP students (Olmedo, 1992). As a
result of teachers' attitudes, LEP students are greatly impacted and their academic achievement is put at risk.
This project will assess teachers' attitudes toward specific qualities of LEP students. Bilingual teachers' attitudes will be compared to non-bilingual teachers' attitudes in three areas, academic achievement, motivation, and students' ability. A survey questionnaire was developed to assess teacher attitudes. The survey instrument was composed of 59 questions. The first 12 questions asked subjects for personal and demographic data. The next 47 questions comprised three sub-scales measuring attitudes toward academic achievement, motivation, and ability. Teachers were asked to respond on a Lykert-Type scale of 1 through 5, one being strongly disagreeing and five strongly agreeing.

Research Design

A 2x3 Analysis of Variance (ANOVA) design was used to compare the mean scores between bilingual and non-bilingual teachers' attitudes toward LEP students. The questionnaire included 12 questions that pertained to personal and demographic data.
information, 14 questions that pertained to the academic achievement scale, 18 questions that pertained to the motivation scale and 15 questions that pertained to the ability scale. Nine questions from each sub-scale was randomly chosen to form the sub-scale means.

**Subjects**

One hundred twenty questionnaires were distributed to graduate students attending a four year state university. This included subjects that have or are working toward their Bilingual Cross-cultural Language Academic Development (BCLAD) or their Cross-cultural Language Academic Development (CLAD) credentials. Fourty-eight surveys were completed and returned. Out of the fourty-eight surveys, eleven teachers currently have a clear credential and 37 teachers are currently working toward their full credential. The surveys were distributed to the subjects during one of their graduate academic classes and they had the option of completing the questionnaire at home and returning it the following meeting time. The subjects included teachers that have worked or are currently working in a classroom with students in grades
kindergarten through eighth. The subjects teaching years ranged from a few months to 30 years. Thirty nine teachers that completed and returned the questionnaires were BCLAD teachers and nine were CLAD teachers. The average number of LEP students enrolled in the subjects' classes was 13.4.

Methodology

This project utilized a Likert Type Scale questionnaire where the subjects were asked to identify themselves as bilingual or non-bilingual teachers by declaring a BCLAD or CLAD credential and to respond to 47 questions on a scale of 1-5. The questions focused on three specific areas 1) LEP students' academic achievement 2) LEP students' motivation and 3) LEP students' ability. All 47 questions were randomly intermixed.

Data Collection

The data was collected from the subjects by the researcher during one of the subjects' graduate academic class. The subjects were recruited from three different graduate courses. Two of the courses were part of the subjects' masters program and one
course was part of a requirement for a credential program. Once the surveys were completed and gathered, surveys from bilingual teachers (BCLAD) were separated from those of the non-bilingual teachers (CLAD). The data from these two sets of surveys was quantified and analyzed. A total of 48 surveys were completed and returned to the researcher.

Type of Analysis

A 2x3 Analysis of Variance (ANOVA) was utilized to compare mean scores by the two type of teachers across the three variables under examination. The analysis was tested at the .05 level of significance.
Analysis of Data

Nine questions from each variable were randomly chosen and organized to form the sub-scale means. Questions 18, 21, 24, 34, 35, 44, 53, 56 and 57 were combined to determine the teachers' attitude toward LEP students' academic achievement. Questions 14, 15, 17, 22, 23, 25, 26, 48 and 49 were combined to determine the teachers' attitude toward LEP students' motivation. Finally, questions 13, 16, 20, 29, 30, 32, 38, 58 and 59 were combined to determine the teachers' attitudes toward LEP students' ability. Surveys that were completed by bilingual teachers were separated from surveys completed by non-bilingual teachers. Each group of surveys were quantified and analyzed separately and an overall average score given for each measure was then compared with bilingual and non-bilingual teachers.

SPSS version 7.1 was used to compute and analyze the data. A 2X3 analysis of variance (ANOVA) was computed to determine if there were significant differences between bilingual and
non-bilingual teachers' attitudes toward students' academic achievement, motivation and ability.

Results

The present investigation attempted to answer the question: Is there a difference in attitude between bilingual teachers and non-bilingual teachers toward LEP students on academic achievement, motivation and ability? Both groups (bilingual and non-bilingual teachers) were compared on academic achievement and the results showed no significant differences at the p< 1.00 (F = 2.843). However, attitudes toward the LEP students' motivation showed significant differences p< .026 (F= 5.322) as did the attitudes toward ability p< .034 (F = 4.782), (See table 1 below).
Table 1 *Analysis of variance for academic achievement, motivation and ability*

<table>
<thead>
<tr>
<th>Scale</th>
<th>df</th>
<th>F Score</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>between grps</td>
<td>1</td>
<td>2.843</td>
<td>.100</td>
</tr>
<tr>
<td>within grps</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>between grps</td>
<td>1</td>
<td>5.322</td>
<td>.026*</td>
</tr>
<tr>
<td>within grps</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>between grps</td>
<td>1</td>
<td>4.782</td>
<td>.34*</td>
</tr>
<tr>
<td>within grps</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* significant

No significant difference were found in the area of academic achievement, which means that both groups, bilingual and non-bilingual teachers’ attitudes toward LEP students’ academic achievement do not differ significantly. On the other hand,
significant difference were found in the areas of motivation and ability. This means that there is a difference between bilingual and non-bilingual teachers' attitudes toward LEP students in the areas of motivation and ability. So that, this investigation found significant differences on two of the three sub-scales used to assess teachers' attitudes toward the academic achievement, motivation, and ability of LEP students.
CHAPTER FIVE
DISCUSSION

Interpretation

In the area of academic achievement bilingual teachers when compared to non-bilingual teachers, showed no significance difference in attitude toward LEP students. This may mean that both, bilingual and non-bilingual teachers believe that LEP students can or cannot achieve academically. Another reason for finding no significant differences between the two groups of teachers may be because both sets of teachers base academic achievement on grades and test scores which are two concrete physical evidence that may easily be attained and seen. On the other hand, finding no significant differences may be a function of random selection and the low numbers of questionnaires returned by non-bilingual teachers in comparison to the high number of questionnaires returned by bilingual teachers which means that there was not enough data to show a significant difference.

However, significant differences were found in the areas of motivation and ability. The results showed that bilingual teachers
have a more positive attitude toward LEP students' motivation and ability than non-bilingual teachers. This indicates that bilingual teachers perceive LEP students as being more motivated and having more ability than non-bilingual teachers. In other words, this may mean that LEP students have a greater chance of being successful if they are in a classroom that has a bilingual teacher than if they are placed in a classroom where there is a non-bilingual teachers as the instructor. According to the results, LEP students may have a greater chance for a good education in a classroom with a bilingual teacher. It may be because bilingual teachers have the proper training in the areas of diverse culture and language that allows them to understand and meet the LEP students' needs.

Implications

Many students are currently struggling to be successful in school, particularly if they are LMS (Valencia, 1991; Brophy, 1983 & Penfield, 1987). This is the case of LEP students. When educating LEP students, many teachers may be dealing with a completely diverse social, cultural and linguistic group than their own. This may be a very difficult task for the educator to take on if they have
not had the proper training.

Because some teachers have a negative attitude toward students, many students are stereotyped and negatively labeled as soon as they step into the classroom (Leigh, 1977). This creates a negative environment for the students, where education and teacher-student interaction is negatively affected. As a result, the underachievement cycle of LMS continues to repeat itself. In other words, LMS continue to be disadvantaged in education and occupational attainment (Bonetati, 1994).

On the other hand, teachers who have a positive attitude toward all of their students, produce successful students with a positive attitude toward school and their future.

Therefore, it is important for teachers to receive some form of cultural diverse education as part of their teacher training courses. The colleges and universities should be responsible in helping the future teachers on this area. Cultural and linguistic diverse courses should be mandatory for all college students seeking a teachers' credential.
Conclusions

In conclusion, the present study found that there is a significant difference in attitude between bilingual and non-bilingual teachers within this sample in the areas of motivation and ability but not in academic achievement. This means that unlike non-bilingual teachers, bilingual teachers have a more positive attitudes toward LEP students.

This study, as well as others (Brophy, 1983; Oakes, 1995; Valencia, 1990) has found that teachers have attitudes and perceptions about their students that could significantly impact the students’ education. A positive attitude toward LEP students gives them a variety of opportunities and it opens doors for a successful future in and outside the schools. However, when teachers exhibit negative attitudes toward their students, they can unconsciously or consciously set them up for failure. The impact that affects these students ranges from differential treatment in the classroom to an increase of dropout rate. As a result, students are not provided with an equal and adequate education.

Therefore, it is suggested that more studies be conducted to investigate what are the exact attitudes and perceptions teachers
have about LEP students and how these attitudes and perceptions relate to actual classroom practices. This is a critical issue when it comes to the education of LEP students. How LEP students are perceived by their teachers could impact their education. Therefore, it is important for teachers to maintain a positive attitude toward all of their students especially in the areas of academic achievement, motivation and ability. Remember, in order for optimal learning to take place, teachers-student interaction must be positive (Wertsch, 1985). As Byrnes and Kiger (1994) found, teachers' attitudes are related to teachers' expectancy of LEP students' performance and it can facilitate or create a barrier for LEP students' learning. Therefore, in order to give LEP students and equal opportunity for a good education it is important that teachers are trained in cultural diversity and language acquisition, which will allow them to better understand and meet the needs of LEP students.
This is a questionnaire for a Masters Project that I am working on at Cal. State San Bernardino. Please help me by answering the following questions to the best of your ability. Some of the questions on this survey ask you to compare Limited English Proficient (LEP) students with Fully English Proficient (FEP) students or regular students. LEP students are those students that are assessed as Limited English Proficient by your school or district. For the purpose of this survey, students that are labeled as Non English Proficient (NEP) will also be classified in the same category as LEP. Regular students are English speaking students that are not labeled as LEP or NEP. As you answer the questions, think of the students' characteristics and attributes and how you perceive their education. All results from these questionnaire will be aggregated into groups and no individual results will be written about. I greatly appreciate your time and effort. Thank you for your cooperation.

Demographic Data

1. How many years have you been teaching? _____
2. Are you a Bilingual teacher? yes no
3. Do you have LEP students in your classroom? yes no
4. How many students are enrolled in your class? _____
5. How many LEP students do you have enrolled in your class? _____
6. Which credential are working towards or have, BCLAD or CLAD? ______
7. Are you certified in any other field? If yes what field? ______
8. Are you fluent in another language other than English? yes no
9. If yes to the above question, what language? ______
10. How fluent are you in that language? little medium very
11. Are you credentialed to teach English As A Second Language? yes no
12. What grade level do you teach?
   K 1 2 3 4 5 6 7 8 9 10 11 12
Directions: Please answer the following questions by rating your answer on a scale of 1 through 5, 1 = strongly disagreeing and 5 = strongly agreeing.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. LEP students are capable of being successful in school.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>14. Although LEP students face many challenges, they try their best to be successful.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>15. LEP students and regular students are equally motivated to learn than regular students.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>16. LEP students can receive adequate grades as regular students.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>17. LEP students can be motivated to learn.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>18. LEP students are equally capable at achieving in academic subjects as regular students.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>19. LEP students typically do not learn at the same pace as regular students as they tend to give up easily.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>20. Both LEP and regular students are equally smart in academic subjects.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>21. LEP students generally do well in standardized academic test.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>22. LEP students and regular students have equal motivation to learn.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Statement</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>23. LEP students seem to be eager to learn as regular students.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>24. Academic functional skills can be obtained by LEP students.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>25. If I had my choice, I would rather teach all LEP students than regular students because they are more motivated to learn.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>26. LEP students probably need less help from the teacher in academic subjects than regular students because of their high motivation level.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>27. LEP students are not very capable of being successful in academic subjects.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>28. Special skills are needed to teach LEP students in order to motivate them.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>29. LEP students can function well in academic subjects as regular students.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>30. LEP students share equal abilities with regular students.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>31. Regular students are more capable of being successful in academic subjects than LEP students.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>32. It is easier for a teacher to teach LEP students because of their capabilities.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>33. Teaching LEP students is more challenging because they are not motivated to learn.</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>
34. In my assessment of students' skills, LEP students perform commensurate with regular students.

1 2 3 4 5

35. When instructed appropriately and accommodations are made, LEP students do well academically.

1 2 3 4 5

36. It takes a special teacher to be able to work with LEP students as many appear the need to be motivated.

1 2 3 4 5

37. Students need to enroll in school knowing the proper language (English), in order to be academically successful in school.

1 2 3 4 5

38. LEP students have a wider range of abilities than regular students.

1 2 3 4 5

39. Regular students are more challenging to teach because they are less motivated to learn than LEP students.

1 2 3 4 5

40. Only if LEP students become proficient in English, will they be academically successful in school.

1 2 3 4 5

41. LEP students have fewer abilities than regular students.

1 2 3 4 5

42. I would rather not teach LEP students because they are not motivated to learn.

1 2 3 4 5
43. LEP students face many cultural and linguistic issues that interfere with academic achievement.  
   | 1 | 2 | 3 | 4 | 5 |

44. I have found that LEP students receive adequate grades in all academic areas.  
   | 1 | 2 | 3 | 4 | 5 |

45. LEP students are less motivated to learn than regular students.  
   | 1 | 2 | 3 | 4 | 5 |

46. LEP students are generally tenacious.  
   | 1 | 2 | 3 | 4 | 5 |

47. I would rather do an activity with regular students than LEP students because regular students are more capable of achieving.  
   | 1 | 2 | 3 | 4 | 5 |

48. An equal amount of effort is exerted in school work by LEP students and regular students.  
   | 1 | 2 | 3 | 4 | 5 |

49. LEP students display a high level of interest when it comes to learning.  
   | 1 | 2 | 3 | 4 | 5 |

50. I enjoy teaching LEP students because of their special abilities.  
   | 1 | 2 | 3 | 4 | 5 |

51. A regular student is more likely to attend college than a LEP student.  
   | 1 | 2 | 3 | 4 | 5 |

52. LEP students achieve poorly because of their low motivation.  
<p>| 1 | 2 | 3 | 4 | 5 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.</td>
<td>Looking at my reading group levels, LEP students are usually found in the higher reading group.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>54.</td>
<td>I do not expect much from LEP students, they are just learning English.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>55.</td>
<td>I am wasting my time with LEP students as they do not appear to learn easily.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>56.</td>
<td>LEP students usually volunteer to be leaders in the classroom.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>57.</td>
<td>LEP students have the highest test scores in my classroom.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>58.</td>
<td>Both LEP and regular students are equally likely to attend college.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>59.</td>
<td>I have found that LEP students are well equipped at being successful as regular students.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
REFERENCES


and good's attributional categories. Psychology in the Schools, 27, 75-83.

