

A CASE STUDY OF ENGLISH-SPEAKING NATIVE-BORN GERMAN PUBLIC SCHOOL
EDUCATORS' EXPERIENCES WITH IMMIGRANT STUDENTS

by

Victor Adams Snow

Liberty University

A Dissertation Proposal Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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ABSTRACT

Teachers worldwide are adapting to meet needs of multiple stakeholders in education caused by increased immigration. Germany has many immigrant students and ranks high in international education. This case study will seek to understand experiences of English-speaking native-born German educators in Germany's public schools when responding to immigrant students.

'Experiences when responding' is how educators interact with immigrant students in school settings and perceive their own preparation and abilities to create desired outcomes using culturally relevant pedagogy (CRP). Elements of Bandura's (1977) social cognitive theory will explain how teachers use their experiences and training to identify problems, and then seek instruction or learn on their own to better implement CRP based on what they perceive is immediately relevant. German educators will be studied at *Grundschulen*, public schools for grades 1 through 4, in the German states of Baden-Württemberg, Bavaria, and Hessen. Data from the interaction of students and teachers will come from 12 to 16 educators via focus groups and in-depth interviews, and direct observations made at the school. Data analysis will use a holistic approach to evaluate the background conditions and describe the case, reading and memoing will help provide ideas and themes, and open coding will assist in the categorical aggregation to organize themes. This study will examine a) how some educators in Germany perceive the value of different cultures of immigrant students, b) the effectiveness of teachers' own pre-service training when responding to immigrant students, c) how they perceive critical self-evaluation as a way to help immigrant students achieve academically, as well as to develop socio-emotional skills and coping strategies to avoid exclusion, and d) views held by some German educators regarding their country's ability to educate immigrant students successfully.

Keywords: education in Germany, immigration, culturally relevant pedagogy (CRP)

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List of Abbreviations

Culturally Relevant Pedagogy (CRP)

Institutional Review Board (IRB)

CHAPTER ONE: INTRODUCTION

Overview

Germany has been a popular immigrant destination for the last 40 years, but is now experiencing increased levels of immigration - over a million a year - due largely to current policies of accepting refugees fleeing international conflict zones (Huggler & Holehouse, 2015, Landry, 2015; Schachner, Van de Vijver, & Noack, 2014; Wegmann, 2012). Germany's educators have a history of responding to the changing needs caused by increased immigration while creating favorable outcomes for multiple stakeholders (Schachner et al., 2014; Wegmann, 2012). Germany is consistently rated educationally among the world's top 20 countries (Programme for International Student Assessment [PISA], 2012). Germany's teachers' experiences are important to understand due to how increasing immigration is an issue facing international teachers today. However, no research exists in English - a common language used worldwide.

Therefore, the purpose of this case study is to understand the experiences of English-speaking native-born German educators in Germany's public schools, as they respond to immigrant students. Discovering the experiences of teachers and administrators who respond to this growing, at-risk segment is vital to achieving a broad window of understanding about how educator responses influence these students. An instrumental single case study is an appropriate research design, since research on a single bounded case will capture the circumstances and conditions of a common occurrence (Yin, 2009).

This first chapter introduces the proposed study and discusses the important information about future research, particularly the range of issues immigrant students face in Germany, and how the country responds. By dividing the chapter in subsections, the following information

regarding the study will be included: the background, the researcher's situation to self, the problem and purpose statements, the significance of the study, the research questions, the research plan, as well as the study's delimitations and limitations.

Background

The issues of multicultural education and globalization's impact upon the world's schools are part of current educational discourse (Spring, 2014). As it relates to those issues, Germany, as a European country whose 81 million people have had a strong economy for the last 40 years, has traditionally received larger than average numbers of immigrants (Wegmann, 2012). In addition, recent world events have pushed Germany's incoming, foreign-born residents to 20-year high levels as a direct result of accepting over half a million asylum seekers during 2013 and 2014, with even greater numbers expected in 2015 (Schachner et al., 2014). Germany has also consistently ranked among the top 20 countries internationally in education, including significant increases in mathematics between 2006 and 2009 (PISA, 2012).

Immigrant students in Germany face a wide range of issues, including a large gap in their academic achievement as compared to the country's native students (Wegmann, 2012). This means that in addition to many other obstacles they must likely overcome to find a normal life in their new country of residence, a large number of immigrants may also face a difficult start educationally. Research has also shown a reason for the gap is that immigrant students and their families in Germany are less involved in school compared to their native counterparts (Schachner et al., 2014; Wegmann, 2012). This means that schools and educators who are more successful in promoting active levels of involvement to immigrant students and their families, could be indirectly affecting these students' academic achievement in a positive way.

Many of Germany's pre-service teacher training programs address the special needs of immigrant students as a topic of instruction (Wegmann, 2012). However, research in other countries regarding similar multicultural education as part of their teachers' pre-service training programs found that such training has not adequately prepared pre-service teachers to promote the academic success of immigrant students; some teachers even emerged from training without fully understanding cultural diversity (Acquah & Commins, 2013; Buchori & Dobinson, 2015; Sharma, et al., 2012). The subjective ways in which information can be learned, interpreted, and applied is a possible explanation for failing to understand cultural diversity, making it reasonable to assume needs of immigrant students are being left unmet in many countries. Unmet needs could refer to teachers who are not implementing culturally relevant pedagogy (CRP), immigrant students who are not receiving the best application of CRP from their educators and schools, or schools that are not receiving the best professional practices from educators in order to achieve the best academic results from students. The subjective ways in which information can be learned, interpreted, and applied by educators which may result in unmet needs for students agrees theoretically with social cognitive theory, which states that individuals change task performance based on self-efficacy. This can be impacted by various external influences; e.g., prior experiences, state of mind, observed successful behavior, etc. (Bandura, 1977).

Other international educational research has shown that immigrant students have regularly needed help developing socio-emotional skills when placed in foreign learning environments (Pegalajar-Palomino & Colmenero-Ruiz, 2014). Therefore, a logical assumption is that educators who can appropriately respond to immigrant students in ways that promote their socio-emotional skill development try to help students more than teachers who do not. Research has also shown how immigrant students have chosen to focus on education, studying, and getting

good grades as their strategy to avoid the exclusionary behaviors of some native students (Fangen & Lynnebakke, 2014). Since immigrant students can be exposed to behaviors that purposely exclude them when placed in foreign learning environments, research has shown that when able and encouraged by teachers, they can use their academic abilities to perform better in school, including in its social environment (Fangen & Lynnebakke, 2014). Teachers who help and encourage skill deficient immigrant students use self-evaluation to set internal goals and learn ways to be more effective, which is also part of social cognitive theory (Bandura and Cervone, 1983).

Educational and social policies from national and state levels may also try to meet the needs of immigrant students, their teachers, and schools. However, they require teachers to respond by turning multicultural education theory into practice. Teachers of immigrant students who appropriately respond a) practice skills that promote socio-emotional skill development, b) interact without prejudice in individual and group settings at school, c) seek common ground to create better learning environments, d) demonstrate understanding and appreciation of cultural complexity, e) embrace culturally responsive teaching to meet diverse students' needs, f) adjust communication methods due to language barriers (Buchori & Dobinson, 2015; Fangen & Lynnebakke, 2014; Rose & Potts; 2011; Sharma et al., 2012).

As Germany is a country that has many educators working successfully with immigrant students, it is important to understand how individual German educators meet the needs of immigrant students through appropriate responses. One possibility is adequately preparation during pre-service teacher programs. Another possibility is individual German educators meeting their own needs, or those of others, based on best practices learned on the job, outside the classroom, or by completing courses on their own. Multiple possibilities exist and no

research is available in a common language understood worldwide regarding Germany's Grundschulen teachers' experiences, which makes it difficult for a larger body of people to read. Considering the high level of education in Germany, the high number of immigrants the country successfully educates, and what cannot be determined from other research, studying Germany's teacher perceptions in English as a common language spoken throughout the world will be valuable to the field of international education.

Situation to Self

I have changed my career mid-life to education, so my previous work experiences tend to have the most influence on how I view education, including this research proposal. The most formative years were the ones I spent in the United States Army. It was during my time as a soldier that I first travelled to several other countries, including Germany, where I remained for 3 years. At that time, I also became interested in international education. Germany's public education system is fascinating to me and I remain emotionally connected to it, as I later married a German who is also a teacher.

My spouse and I moved back to Germany in 2014 and I currently work at a private school comprised largely of former native German public school students. However, as a private school, my employing school is not well suited for the study, nor do I believe it ethically appropriate to conduct the study where I work. Therefore, selecting a public school to conduct my research was a better choice to learn how Germany's teachers best respond to immigrant students, and the research will assume an ontological philosophy, as it embraces the possibilities of multiple realities (Creswell, 2013). Furthermore, the location selected for my research, the state of Hessen, is an area where I have no professional obligations or relationships with any German public schools, other than personal connections.

In addition, I can also discuss several other factors that motivated me to propose researching how English-speaking native-born German educators in Germany's public schools respond to immigrant students. First, my spouse and I have immigrated to each other's countries, as well as to one other together, Taiwan. Therefore, I have seen firsthand how difficult the immigration and integration processes can be.

I have also experienced enrolling my own school-aged son at a school as a native-language deficient foreign student. I still witness his struggles and feel his pain, so I am personally aware of the difficulties such students' and their families can have. In addition, after arriving in Germany, I attended 10 weeks of German language training in a school, along with many other immigrants, where I had the opportunity to listen to their discussions about personal problems, including those about education. As an immigrant myself, I found that I was able to relate easily, which fuels my belief that studying this issue is helpful to multiple stakeholders involved in the process of immigrant education. I believe immigrant education is a social process that is changing or evolving and the people who have the most to teach about it are those who interact with immigrant students most often. Therefore, relating to the motivation and purpose of this research, its paradigm is social constructivist, as it seeks to build knowledge from the experiences and views of the participating educators who respond to the specific situation studied (Creswell, 2013).

Problem Statement

Immigration is a growing trend worldwide caused by social and economic forces, but immigrant students are often at-risk for having negative school experiences (Able & Sander, 2014; Oikonomidou, 2015; Seker & Sirkeci, 2015; Spring, 2015). Immigrating students can fall victim to exclusionary behaviors carried out by native students, but with the help of

appropriately responding teachers can develop better socio-emotional skills and coping strategies (Fangen & Lynnebakke, 2014; Pegalajar-Palomino & Colmenero-Ruiz, 2014). Successful implementation of CRP has required teachers in multicultural classrooms to use critical evaluation to know themselves, assess their preconceived thoughts, and adapt in order to create desired outcomes (Acquah & Commins, 2013; Buchori & Dobinson, 2015). However, when teachers in multicultural settings apply their own education and abilities to create CRP, the application of knowledge may depend on what individual teachers perceive as valuable (Sharma, Phillion, & Malewski, 2011). A problem is some pre-teachers complete multicultural courses during pre-service teacher training programs with different understandings of cultural diversity (Buchori & Dobinson, 2015).

Germany is achieving high international education rankings despite being a country receiving many immigrant students (GIER, 2016; PISA, 2012; Wegmann, 2012). Germany's Grundschule teachers are skilled and experienced educators of immigrant students, so studying their perceptions and experiences could increase international teachers' understanding of immigrant education (Wegmann, 2012). Pre-service teacher programs are not always responsible for increasing teachers' abilities to implement CRP, and individual teachers value and perceive it differently. Reviewing program content or school policies cannot answer how Germany's teachers perceive a) the value of immigrant students' cultures and languages, b) their own pre-service training, or c) the overall state of public education in Germany. Responding to immigrant students is an international problem, but nothing is written in a common language about the perceptions of Germany's teachers. Considering the high level of education in Germany, the high number of immigrants the country successfully educates, and what cannot be determined from other research, studying Germany's teacher perceptions in English as a

common language spoken throughout the world will be valuable to the field of international education.

Purpose Statement

The purpose of this instrumental single case study is to understand the experiences of English-speaking native-born German educators in Germany's public schools when responding to immigrant students. At this stage in the research, the phrase 'experiences when responding to immigrant students' will be generally defined as how teachers and school administrators interact with immigrant students in individual and group settings at school, as well as how they perceive their own preparation and abilities, which are used to create desired outcomes for students using culturally relevant pedagogy (CRP). The theories guiding this study are self-efficacy and self-evaluation, as parts of social cognitive theory (Bandura, 1977, 1983, 1986). These theories explain how teachers use their experiences and training when working with immigrant students, in order to identify problems, and then seek instruction or learn independently how to better implement CRP, based on what they perceive is immediately relevant.

Significance of the Study

The proposed qualitative case study will be significant to course designers of pre-service or continuing professional development teacher training on multicultural awareness, international school leaders responding to their increasing enrollments of non-native language speaking immigrant students, and to individual teachers around the world seeking to understand how other teachers successfully respond to their immigrant students. The proposed study will also be significant due to it being conducted in English as common language spoken throughout the world. It aims to provide a better understanding of what is currently occurring in Germany's

public schools, specifically in the Grundschulen, and explore the educators' perceptions working with immigrant students.

This research is also important because studying how English-speaking native-born German educators perceive the value of different cultures and languages of immigrant students, as well as the effectiveness of their own pre-service training when responding to them, can promote improved responses to this student segment, as educators should be continually seeking to best prepare future students for success. Similarly, the results of the study will also help teachers better prepare themselves, and allow administrators to identify teachers who successfully respond to immigrant students. As it applies to professional preparation, this research will increase the knowledge regarding how educators perceive critical self-evaluation as a way to help immigrant students achieve academically, and to develop those students' socio-emotional skills and related coping strategies to avoid exclusion. Finally, this study will identify differences of perception in public school education in Germany among English-speaking native-born German teachers, which could lead to a more complete understanding of the phenomena.

Research Questions

Central Question

1. What are the experiences of English-speaking native-born German educators' in Germany's public schools when responding to immigrant students?

Studying teachers in Germany as possible models for other countries experiencing increased immigration may help produce better education internationally and increase the potential to help immigrant students become more successful academically. Germany achieves high education rankings on international education benchmarks despite being currently among the countries experiencing the highest levels of immigration (PISA, 2012; Wegmann, 2015).

Subquestions

1. How do English-speaking native-born German educators in Germany's public schools perceive the value of different cultures and languages of immigrant students and the effectiveness of their own pre-service training when responding to them?

European teachers are required to take pre-service multicultural courses, yet some have reported finishing their courses with different understandings of cultural diversity (Buchori & Dobinson, 2015). Teachers' ability to create welcoming multicultural environments positively influences immigrant students' and their parents' involvement in school, yet becomes problematic depending on the value the immigrant students' teachers place on diversity, on public education, as well as on how they simply view their own preparedness to respond to immigrant students in public education (Acquah & Commins, 2013; Schachner et al., 2014).

2. How do English speaking native-born German educators in Germany's public schools perceive critical self-evaluation and self-efficacy as ways to help immigrant students achieve academically and to develop socio-emotional skills and coping strategies to avoid exclusion?

Research has shown that successful implementation of multicultural education courses has required teachers to use critical self-evaluation to know themselves, assess their preconceived thoughts, and adapt in order to create desired outcomes (Acquah & Commins, 2013; Bandura, 1977). Likewise, Sharma et al. (2011) stated, "As a form of systematic inquiry, critical reflection engages pre-service teachers in examining their beliefs, attitudes, and perspectives toward self and other, and deepens their understanding of how personal knowledge is related to educational

issues and the broader construction of meaning” (p 22). Further, immigrant students sometimes fall victim to exclusionary behaviors carried out by native students, so they are known to need help developing the required socio-emotional skills when placed in foreign learning environments (Fangen & Lynnebakke, 2014; Pegalajar-Palomino & Colmenero-Ruiz, 2014).

3. What are some different views held by English-speaking native-born German educators in Germany’s public schools towards their country’s ability to educate immigrant students successfully?

The application of knowledge may depend on what teachers perceive as valuable, but such values will vary between teachers (Sharma et al., 2011). Schachner et al. (2014) points out how cultural orientation is the most important aspect psychologically for the mainstream adoption of educational goals for immigrant students.

Research Plan

This proposed study will be qualitative research following an instrumental, single case study design, in which 12 to 16 educators of immigrant students will be studied in five Grundschulen, which are public elementary schools for grades 1 to 4, located in the German states of Baden-Württemberg, Bavaria, and Hessen. Therefore, the study is bound by school type, location, and educational level at the school. Data will be collected via individual and focused group interviews as well as direct observations. The individual interviews will explore specific educator experiences and perceptions using open-ended, semi-structured questions while recording in-depth responses. The focused group interviews will explore experiences and perceptions more extensively by recording two smaller groups of four to five educators as they answer and interact to guide questions. Reading, memoing, and open coding will be used to analyze the data. The findings of the proposed study will be qualitative in nature and will

provide a better understanding of the perceptions of the participants as they occur. Likewise, a case study is preferred when examining contemporary events, when the relevant behaviors cannot be manipulated (Yin, 2009). A qualitative instrumental single case study is appropriate when the intent is to gain an in-depth understanding of a specific issue through studying a single case (Stake, 1995).

Delimitations and Limitations

A delimitation of the proposed research includes my choice to study perceptions rather than other concepts or constructs, such as school leadership or culture, which are also potential influences for how educators respond to immigrant students. Another delimitation is that I chose to bind the study within the social constructivist interpretive framework, due to my desire to be neutral and not to extend the study beyond qualitative research or case study design. In addition, I chose to propose the study in a way not to require researching in the German language. It would require abilities beyond what I currently have personally, thus requiring me to burden another person or create a cost for research and translation services. As a result, another delimitation is the possibility of German research existing which will not be part of this study nor reviewed.

One of the study's limitations is the fact that I am not fluent in the German language, nor will I become so prior to the completion of this research. Therefore, it is an uncontrollable element of the proposed study. In addition, I am not German, thus I believe some may view me as an outsider and may not be as cooperative as if I were a native German speaker. I also work in a private, for-profit school in a country that politically identifies with being socialist. In addition, I am an American and a former soldier, both things that tend to identify me internationally with American politics and perceived agendas beyond my own. Moreover, I am

not a student in a doctoral program through a university more familiar to the German people, such as one located in their country. Beyond my own situation, the participants in this study may not understand their own experiences or choose not to be truthful, so this is also a limitation. There may also be some participants who are not proficient or fluent in English, based on their subjective interpretation of their own abilities. Furthermore, case studies are known not to be generalizable (Yin, 2009).

Definitions

1. *Cultural Relevant Pedagogy (CRP)* – the educational practice of not judging or pre-judging students with multicultural identities; being inclusive of students from multicultural backgrounds in order to promote ideal classroom learning environments (Brown-Jeffy & Cooper, 2011).
2. *In-service teacher* – a student or graduate of a primary or secondary university education program who has been employed as a professional teacher (Acquah & Commins, 2013).
3. *In-service teacher training* – professional development training for educators teaching primary or secondary schools (Acquah & Commins, 2013).
4. *Institutional Review Board (IRB)* – an institutional board that reviews and approves research prior to data collection to ensure protection of human subjects (Yin, 2009).
5. *Instrumental case study* – a type of case study in which the case itself is secondary to understanding a particular phenomenon; other types of case studies are *intrinsic* and *collective* (Stake, 1995).
6. *Pre-service teacher* – a student or graduate of a primary or secondary university education program who has not been employed as a professional teacher (Sharma et al., 2011).

7. *Pre-service teacher program* – a professional preparation program for students wanting to teach school at the primary or secondary level (Sharma et al, 2011).

Summary

The first chapter has introduced and discussed the proposed study and given a short overview of the research regarding current issues in immigrant education, including the issues regarding how educators prepare for and respond to immigrant students. The gaps in the research were also exposed. In addition, the presented information about the role of the research included the motivation for the research, what relationship exists to the participants, as well as the rationale behind the selected paradigm. The second chapter will review the existing literature supporting the proposed research, and the third will discuss the research design and methodology, including data collection and analysis.

CHAPTER TWO: LITERATURE REVIEW

Overview

This chapter will seek to accomplish two things. It will initially explain the study's theoretical framework. It will then discuss the recent literature regarding current responses by educators to immigrant students who reside in and out of Germany. In regard to the study's theoretical framework, the research will concentrate on the subject matter by focusing through the lens of Bandura's social cognitive theory, including the connected theories of self-efficacy and critical self-evaluation. The focus of the research is how some of Germany's educators use their experiences working with immigrant students to identify problems, and then seek instruction or learn on their own to improve their practices, based on what they perceive as being immediately relevant.

Furthermore, this chapter will continue by thoroughly reviewing the existing literature from several focus points that link to the study, in order to uncover and discuss what is currently known, as well as what is unknown. With that objective in mind, literature on the following topics will be reviewed: a) education in Germany, b) some challenges immigrant students and their families face in Germany, c) the role of globalization in education, d) multiculturalism, e) immigration of students into foreign classrooms, f) immigrant students' educators' pre-service multicultural training and perceptions, g) academic achievement and motivation of immigrant students, and h) emotional issues of immigrant students. The chapter will conclude with a summary of the primary points, which will include a solid argument for how this study will provide further understanding to the field of education.

Theoretical Framework

According to Swanson (2013), researchers in numerous fields regularly use theories to better understand the occurrences; i.e., phenomena that they wish to study. Throughout the research process, these selected theories help to test existing knowledge or assumptions about the phenomena being researched in order to help create learning opportunities that increase the body of knowledge present in the field (Swanson, 2013). In the same way, this research will use one primary theory, as well as two of its sub-theories to create a framework that will help explain how English-speaking native-born German public school educators use their experiences and training when working with immigrant students to identify problems and improve their pedagogical practices. In addition, these selected theories will help address why in-service teachers may seek instruction or learn on their own to improve their pedagogical practices, including their multicultural competencies, centered on what they perceive as immediately relevant.

Social Cognitive Theory

As the primary theory, social cognitive theory is credited to Albert Bandura (1977, 1986), and its origins go back to 1931 when Holt and Brown (1931) first conceived an earlier version that asserted all animal actions came from fulfilling desires, feelings, and emotions. Miller and Dollard (1941) developed a new theory several years later, which was based on Holt and Brown's previous work, and called it social learning and imitation theory. This theory claimed that four factors contributed to learning: drives, cues, responses, and rewards (Bandura, 1986). Over 20 years later, from 1961 to 1963, Albert Bandura studied aggressive child behaviors, which directed field research once again into modeling and imitating behaviors (Bandura, 1977).

Theory of Self-Efficacy

Bandura would eventually claim that a correlation existed between social learning theory and a person's perception of self-efficacy, as well as subsequent changes in their task performance behavior (Bandura, 1977). This was attributed to self-efficacy; i.e., self-confidence, which stems from at least four sources, including a person's accomplishments based on their performance, second-hand experiences, verbal persuasion, and the individual's state of mind (Bandura, 1977). He later changed the previous theory's designation from social learning and imitation theory to social cognitive theory, as it is presently known (Bandura, 1986).

Social cognitive theory explains how knowledge acquisition partially relates to the way people watch others interact socially, including the use of their external or even prior experiences, such as influences from the media. Those actions are implemented in their own behavioral choices (Bandura, 1986). Moreover, like pre-service teachers participating in practicums or new professional teachers' observations of more experienced teachers when initially posted, when a person sees the behavior modeled by another, as well as the resulting consequences of the other's chosen behavior, they are apt to remember and imitate it (Bandura, 1986). Therefore, one can conclude that when a teacher encounters other challenges while teaching or performing their related professional duties, such as integrating immigrant students, responding to their unique needs, or creating multicultural classrooms, they most likely adapt in a similar way.

In addition, Bandura (1986) discussed how the modeled behavior of others often reinforces the observant person's previously learned effective behaviors. In other words, the focus is on what is 'effectively' used by others. Thus, social cognitive theory points out how rewards and punishments greatly influence the degree in which people adopt the different

behaviors they witness in various situations. According to Bandura (1986), adoption of behaviors is attributed to the level of successes or failures witnessed by observers when these behaviors are modeled.

Pre-service training regarding strategies for responding to immigrant students may be inconsistent or ineffective, or be contrary to responses commonly applied or required in their placement schools. Therefore, social cognitive theory explains how they might learn more practical and effective responses after being inducted into their employment and trained on the job. Perhaps the individual teachers' subjective experiences or related effective behaviors become reinforced by what they see after being placed in a school based on how other teachers interact with students, and by what they perceive as effective and successful. In other words, if teachers are selectively learning during their education, or even taught inadequate theoretical responses to immigrant students, they could supplement their practical knowledge on the job when faced with challenges based on their observations and experiences gained there.

Theory of Self-Evaluation

According to Bandura (1977), self-efficacy is a person's belief in their own ability to succeed in specific situations. Therefore, it is theorized that various psychological events, whatever their form, will change the level and strength of self-efficacy to the point where a person's sense of self-efficacy greatly influences their approach to their goals, tasks, and challenges (Bandura, 1977). This is similar to Bandura and Cervone's (1983) theory of self-evaluation, which presented the premise that setting internal goals provided a measureable benchmark for success or failure. When this is combined with self-efficacy, any real or perceived shortcomings between the goal and actual achievement provided motivation to try

harder. However, the key is to have a high level of self-efficacy in order to not view shortcomings as failures.

As it specifically relates to this study of teacher perceptions, the presence or absence of self-efficacy and self-evaluation may influence individual teachers' thought patterns and responses in several ways. Some teachers with low tendencies towards self-evaluation may not seek adequate goals for improvement when they experience setbacks or need to improve classroom skills. Likewise, low self-efficacy might cause some teachers to believe teaching and related professional tasks are harder than they actually are which can result in poorly planned tasks and related stress. Consequently, some teachers suffering from low self-efficacy might also be prone to irregular or even unstable emotional states, which are known to influence their dependability; e.g., lack of effort in performing required professional duties, absenteeism, low initiative, etc. (Bandura, 1977; Bandura & Cervone, 1983). In contrast, teachers with higher self-efficacy may present themselves as more flexible or, at minimum, see situations in a more holistic way. They may view obstacles more as challenges, rather than lending cause to give up or underserve either in teaching or in the performance of their professional duties. Self-efficacy and self-evaluation may be what determines whether teachers manage success in their jobs, and be what determines how hard they try and for how long once the stress and responsibility of their work exceeds their perception of normal levels.

Applications

Boman (2013) researched graduate assistants' university teaching effectiveness guided by social cognitive theory. Boman (2013) explained that better teaching comes from improved confidence achieved through a) successful teaching behaviors leading to desired outcomes, b) institutional interventions modeling desired teaching objectives, c) sharing experiences, and d)

reducing instructor anxiety. Yilmaz (2011) also used social cognitive theory to guide research exploring perceptions of self-efficacy, teaching subject proficiency, and instructional strategies. Yilmaz (2011) discussed that the more proficient teachers perceived themselves to be, the more efficacious they felt. Yilmaz (2011) also stated, “teachers' self-evaluation made on the basis of their teaching competence has a considerable impact on classroom practices in regard to teachers' efforts and targets, and the challenges they set for themselves and for their students” (p. 99).

Therefore, Bandura's (1977) theories of self-efficacy and self-evaluation as part of social cognitive theory will help explain the phenomenon being researched in the proposed study of immigrant teachers' experiences in Germany. These theories help to clarify how teachers perceive the value of different cultures and languages of immigrant students, as well as the effectiveness and related value of their own pre-service training when responding to them. Furthermore, these theories might also offer explanations regarding how teachers help immigrant students achieve academically or develop socio-emotional skills and coping strategies to avoid exclusion. Bandura (1977) stated, “Not only can perceived self-efficacy have direct influence on choice of activities and settings, but, through expectations of eventual success, it can effect coping efforts once they are initiated” (p. 194).

Related Literature

Education in Germany

Dustmann (2004) provided details on how the German education system is generally organized, pointing out schooling in Germany is a state responsibility as opposed to a federal obligation. However, according to Neugebauer, Reimer, Schindler, and Stocké (2013), schooling across Germany's 16 federal states offers numerous variations throughout the nation's compulsory education system. Nonetheless, German school systems are mostly uniform across

the country, including working conditions and salaries for teachers (Dustmann, 2014). Although some elements of German state schooling are uniform, the variations must also be considered for their effect on immigrant students compared to natives.

Lohmar and Eckhardt (2013) discussed the operations of German schools, specifically describing how Germany's school calendar year consists of a five-day school week where lessons occur over 188 days per year. In addition, Phillips (2015) provided a thorough overview of Germany's primary school educational system and introduced the concept of the *Grundschule*, Germany's first level of compulsory schooling. By combining this information, the larger picture illustrates what kind of educational system immigrant and native students in Germany enter today.

While providing another detailed description of German education, Dustmann (2004) discussed how each state in Germany offers and financially subsidizes voluntary kindergartens for children ages 2 through 6. Regarding early education more than German education, an Australian study by Buchori and Dobinson (2015) discussed how important early education programs are for young immigrant children as they develop necessary skills for literacy and language, as well as gain higher levels of understanding about their host culture. Evidence by the existence of kindergartens in its public education system, including the financing for them it provides, Germany appears to recognize the value of state supported kindergartens, and their role in helping immigrant children integrate into their host countries educational systems at an earlier age.

Dustmann (2004) also discussed how children in Germany must be enrolled in a state school after turning 6 years of age before the first day of August in the academic year in which they are required to start school. Due to this regulation, many German children often do not

attend school until nearly age 7. It is also possible for them to go earlier than age 6, if their parents present a convincing case that it is in the child's best interest (Lohmar and Eckhardt, 2013). After beginning compulsory education, students must continue attending until one of the following occurs: a) completing one of the country's secondary school tracts, b) achieving age 18, or c) presenting proof of attendance in an acceptable non-state school (Dustmann, 2004; Lohmar & Eckhardt, 2013). Furthermore, Phillips (2015) explained how German education has only one type of primary school for students in grades 1 to 4, the aforementioned *Grundschule*, and how it eventually produces secondary students who are divided into three categories upon completion. This is based on their personal aptitudes either being centered on "the academic, the technical [or] the practical" (p. 177).

When enrolled in a *Grundschule*, German students are required to attend between 20 and 27 periods a week, typically six lessons per day, and for a duration of 45 minutes each (Lohmar and Eckhardt, 2013). In addition, students at this level of education also go to school Monday through Friday from approximately 8 a.m. until 1:30 p.m. Occasionally students may attend school until 11:30 a.m. on Saturday, but no more than twice per month (Lohmar and Eckhardt, 2013). After 4 years of schooling and about the time a child is age 10, students will pursue a certificate of completion from one of Germany's three types of state run secondary schools (Dustmann, 2004; Phillips, 2015).

Traditionally, Germany's secondary schools are divided into three categories: *Hauptschulen*, which are general schools for blue-collar apprenticeship training from the 5th through the 9th or 10th grade; *Realschulen*, which are intermediate schools to learn white-collar occupational work from the 5th through the 10th grade; or *Gymnasium*, which are high schools to learn academic education in order to prepare students for advanced academic pursuits in

higher education (Dustmann, 2004; Phillips, 2015). However, Neugebauer et al. (2013) discussed another important deviation to German educational uniformity called the combined comprehensive school, where students are not distinguished by school tract in separate schools. Instead, students in these schools are separated into tracts and grouped by academic ability, but attend classes within the same school building with other students on different tracts. Furthermore, as of 2001 approximately 20% of students in Germany's secondary school students attended a combined school (Neugebauer, 2013).

Based on the conditions of Germany's chosen system of education, some students who choose whether to go to a Hauptschule, a Realschule, or a Gymnasium may experience more stress when leaving the Grundschule than others, depending on what further requirements their new schools mandate. For example, Schachner, Van de Vijver, and Noack (2014) described how early adolescent students in Southwest Germany must pass comprehensive tests before leaving their Grundschule. According to Schachner et al. (2014), students in Southwest Germany have traditionally taken tests that have bound them into the type of secondary school in which they will go upon finishing their primary education. A score of (1) means a low vocational program of study in Hauptschule, (2) means a higher vocational program in a Realschule, and (3) allows for the pursuit of academics in a Gymnasium (Schachner et al., 2014). Neugebauer et al. (2013), also states that "In recent years, there has been a trend toward integrating Hauptschule and Realschule into one lower secondary school type, so that today the majority of the federal states do not distinguish between them" (p. 59). . These types of high-stakes tests could become problematic for many at-risk students, including immigrant students, since failing would limit future prospects and aspirations. Considering this, Wegmann (2012) discussed how Germany is

a highly educated country who offers immigrant students many benefits, yet still has an achievement gap between immigrant and native students.

Offering more clarity on Germany's reported practice of tests being administered at the completion of Grundschule, Dustmann (2004) states that giving these tests is not always a contemporary practice, as other factors are more recently seen as equally or more important to the student's well-being. For example, teacher recommendations, the wishes of parents, and trial-periods in the schools of choice, are all more frequently available as considerations today (Dustmann, 2004). The official publication of the German Ministry for Education supports Dustmann (2004), where it states, "There is no leaving examination at the end of primary school, and, as a rule, pupils are not awarded a leaving certificate...An exception is the [Southwestern state] of Baden-Württemberg where a report is given only when students fail" (Lohmar and Eckhardt, 2013, p. 110). Although this process is more flexible than in the past, it still draws into question the equality of immigrant students' access into secondary tracts. The parents of immigrant students are frequently not able to communicate with their host country's schools due to their language deficiencies, as well as some report misunderstandings with their children's teachers (Wegmann, 2012). In addition, students who are educated in languages other than their native tongue are known to struggle with academic achievement due to issues with literacy (Limbird, Maluch, Rjosk, Stanat, & Merkens, 2013).

As it relates to students pursuing post-secondary higher education after leaving German state schools, graduates who finish their compulsory education at a Gymnasium are likely to pursue post-secondary education, but it is not impossible for students to choose a recourse (Dustmann 2004; Neugebauer et al., 2013; Phillips, 2015). Although completing Hauptschule alone will not allow students access to universities, there are additional programs of study

available that can be pursued in addition to their Hauptschule tract education, which would allow them to attend a university. (Neugebauer, et al., 2013). However, students who study at a Hauptschule are reported to rarely pursue this option, although in recent decades there has been an increase in access to universities after completion at a Hauptschule (Dustmann, 20014; Neugebauer et al., 2013).

The presented literature describing compulsory schooling in Germany illustrates that immigrant students may face some disadvantages compared to native students. One critical area consists of the language barrier, as students have better school experiences overall, including academic achievement, who speak German as a first language. Students who speak German as a first language are also more frequently respected by teachers and considered good students. Another critical area of vulnerability extends to parents, as higher achieving students are well supported by involved, German language-fluent parents (Schachner, 2014; Wegmann, 2012).

There are also educational advantages for immigrant students in Germany based on the social policies for which it is well known (Landry, 2015). Advantages for immigrant students come generally from Germany's social market economy. Germany's current economic model was adopted after the Second World War, and it supports both its free market economy and the wellbeing of *all* its societies' members (Schmidt, 2013). Some immigrants in Germany face the problem of not achieving educationally on the level as native students (Wegmann, 2012). However, with Germany's economic support and availability of aforementioned educational options, access to the upper secondary tract and eventually a university education, becomes more available.

Challenges of Immigrant Students in Germany

According to Neugebauer et al. (2013), access to education in any country is rarely about who wants to go to school or who is able to achieve good grades once there. It is more of a combined effect, inclusive of each student's desires and abilities, which are paired with their socioeconomic conditions, and the related values they and their families embrace (Neugebauer et al., 2013). In consideration, the inconsistencies across these interrelated areas can reasonably restrict or prevent access and success in education, something that is possible even in the most developed parts of the world. Due partially to these factors, it is reasonable to assume that immigrants who will be students after arriving at their destinations will have obstacles to overcome. This is especially true for those who are refugees fleeing war and poverty in their own countries (Landry, 2015).

In Germany, newcomers often find themselves with better conditions to prosper than immigrants to other countries, due to Germany's generous social and educational programs (Landry, 2015). However, some may also become easily marginalized based on their circumstances. For example, many recent Syrian refugees in Germany have found themselves in culture shock in their new environments due to high costs of living, or in conflict and legal trouble because of cultural differences (Landry, 2015; Kern, 2016). Furthermore, the German Institute for Economic Research (GIER) (2016) is aware that poverty is more prevalent among residents with migrant backgrounds, and unemployment in the same population is almost double (7%) compared to natives (4%). Likewise, both the German government and its private sectors, including many volunteers in the community, provide helping hands, but it is often not enough (Landry, 2015).

Misunderstandings based on cultural differences may lead to stigmatization and the unfortunate reinforcement of racist stereotypes, even if representative of only the smallest populations in these groups. As it impacts children of both migrants and refugees, their socioeconomic conditions can have a lasting impact for some, especially considering that “one of the most stable findings in educational research is that, on average, students of low socioeconomic origin choose less ambitious educational pathways than their peers from more privileged backgrounds” (Neugebauer, 2013, p. 56). Similarly, Germany’s federal ministry of education acknowledges a problem currently exists among its immigrant and refugee populations, and has actively been seeking ways to balance the tables for students belonging to immigrant backgrounds (Lohmar and Eckhardt, 2013). Although criticized by some, Germany has undoubtedly set an impressive humanitarian example by immediately opening its doors to many foreigners in need. However, it may take some time for the country to equalize any imbalances caused by the impact from the future immigration of refugees. Educating immigrants may require a longer period of time to reach the level of its native citizens, as it seeks to provide them with equal access to jobs.

Wegmann (2012) addressed some of the overall issues that immigrant children and their families have had after arriving in Germany, as some immigrant students and their families have had problems with German public schools and teacher responses to these students. Speaking to the type of instruction immigrating students have faced, Phillips (2014) discussed how the notion of pastoral care of students is mostly an untrained practice to many of Germany’s teachers, who do not interpret it as part of their professional obligations. In addition, Phillips (2014) stated, “German teachers still in general teach their lessons in a markedly formal style: the emphasis is

on didactic teaching...and children are expected to ‘learn the lesson’ and be asked to demonstrate...that they have done so” (p. 176).

However, some recent reform initiatives in German education may offer students a different approach in their schools. According to Germany’s most recent 2013 federal report released by the ministry of education, “Extensive pedagogical reforms aim at a pupil-oriented approach to teaching which enhances the children’s self-initiative and self-confidence and promotes learning in a cross-disciplinary context” (Lohmar and Eckhardt, 2013, p. 298). This same report stated that since 2009 educationally supportive actions have been planned for some students from migrant backgrounds, such as agreeing to provide them with earlier language training, which is already offered as early as Grundschule (Lohmar and Eckhardt, 2013).

According to Wegmann (2012), policies of the government have affected public school immigrant education and academic achievement in Germany, a place where migrant populations have dramatically increased after the end of the Second World War. Chin (2007) described the guest worker program Germany developed in the 1960s due to the unexpected economic boom which began there during the previous decade. According to Schmidt (2013), Germany needed low-skilled labor due to the impact of losing much of its workforce as casualties in the Second World War. Germany made agreements with many countries to invite guest workers to meet its economic demand, but did not intend to recruit them as permanent residents (Schmidt, 2013; Chin, 2007). The agreements carried conditions that limited guest workers’ ability to integrate into Germany society, and children of guest workers born in Germany were not given citizenship (Chin, 2007).

Workers from Turkey responded in force to the invitation to work in Germany, and eventually outnumbered the combined total of all other countries (Chin, 2007). Despite having

to comply with limitations that caused them to be a different class of citizen, and considering the fact the original invitation ended in the 1970s, Turkish citizens grew to represent the largest immigrant population in Germany; eventually numbering over 4 million people (Eurostat, 2015; Schmidt, 2013). Although having new generations of children born in Germany every day, many Turkish and people of Turkish decent did not assimilate to the degree of immigrants from other countries (Schachner et al., 2014; Schmidt, 2013; Wegmann, 2012). This is both a contemporary and historic issue (Schmidt, 2013).

Turkey's response to Germany's guest worker invitation relates to the discussion of immigrant education because it shows how immigrants can be marginalized as a destination country's largest minority (Chin, 2007). Many former guest workers who were allowed to stay in Germany, or who returned, chose to live in ghettos rather than assimilate due in part to the government's response to them. New generations of immigrant students then emerged existing between both cultures while not truly belonging to either. In contrast, immigrants from countries with no large base of ethnic or cultural support are more likely to assimilate in their destination countries (Schmidt, 2013). This shows how public policies can negatively influence assimilation among different immigrant populations. Students from large group minorities who do not assimilate can face long-range, generational language and reading deficits due to being removed from one culture and not fully integrated into the other (Schachner, 2014).

Along with the increased immigration that began in Germany the 1960's, education policies and programs became more focused on immigrant students (Wegmann, 2012). However, "[a]s schools are a key institution for integration and socialization, the glaring disparity between the academic performance of immigrant children and that of German children highlights that significant barriers to integration and equal opportunity still exist" (p. 140). Due

to the issues they have, immigrant students enrolled in German Grundschulen as linguistically and culturally deficient in their destination country may face lasting repercussions (Phillips, 2014; Schachner et al. (2014); Wegmann (2012)). When considering the high education rankings which coexist with the presence of many immigrant students (Eurostat, 2015), additional research is needed to determine why the rankings remain high with such a diverse population in public schools. It would be beneficial to understand how Germany, and the educators it trains, responds effectively to the needs of their students from these segments.

Globalization in Education

The fields of international economics and geopolitics have provided the structure and definition for the modern concept of globalization (Abel and Sander, 2014; Oikonomidou, 2015). Specifically, the International Monetary Fund (2000) characterized globalization as being comprised of transactions from trade, movements of money and related investments, as well as movements of people among countries due to economic reasons, as well as the way required knowledge is spread across the globe. In a connecting way, Oikonomidou (2015) offered an expanded overview of globalization by discussing it as a force of change in worldwide political and financial power, whereby some developing countries or their private citizens use technology to undermine connections and networks historically dominated by the world's larger, more prosperous countries.

When hearing the term 'globalization,' some may directly connect it with politics or economics, but it is actually a much larger force intertwined with many aspects of daily life through the latent affects it causes. In education, for example, Oikonomidou (2015) discussed how globalization has helped create a new type of citizenship that results in internationalization and commodification, which, in essence, are processes in which the world is broken down into

smaller, more tradable pieces. This force fundamentally causes societies not to be bound as much by location today as they had been historically. Furthermore, the commodification of education resulted from globalization because knowledge became more easily accessed and distributed through technology (Oikonomidoy, 2015). As a result, the development of distance learning was a byproduct. The economic demand by consumers of this byproduct was created by trade and the need for advanced skills, as well as the migratory shifts created by new opportunities (Able & Sander, 2014; IMF, 2000; Oikonomidoy, 2015).

Mardirosian (2011) researched the organizational and educational structures that support globalization in elementary schools in the United States, including student perceptions, behaviors, and outcomes. One of the major findings indicated how learning another language and immersion in another culture or language helps individuals develop critical thinking, which creates higher levels of critical thinking than in individuals not exposed to such learning (Mardirosian, 2011). Connecting to this, Abel and Sander (2014), and Spring (2014), explained how globalization has been a catalyst creating large migrations of educated workers. This may influence the world to increase discussions regarding the impact of immigration on global education. Similarly, one of the impacts has been upon international curriculum, which has fueled the global need for internationally migrating workers to have more standardized, transferable sets of skills, abilities, and education when participating in the international job market (Spring, 2014). Likewise, migrating workers gain opportunities to prosper when they have access to technology, as well as possess the willingness and ability to enhance their working skills and education, including language, acquired both in and out of physical classrooms (Abel & Sander, 2015).

Therefore, the era of only needing to know one language may be coming to an end for many of the world's population, as employment competition has increased based on demand and related global migration (Abel & Sander, 2014; Spring, 2014). Regarding the resulting educational evolution, Mardirosian (2011) found that young students mastering a second language, along with their native language, had both higher self-esteem and academic achievement. This literature relates well to the current research because it demonstrates how and why students are increasingly migrating. It also shows the changing roles of schools based on the impact of globalization and how one school and its educators have responded successfully for the well-being of multicultural students.

Mardirosian (2011) also offered several points from which to learn about students and teachers working together in multicultural, multilingual schools where many students receive instruction in languages other than their mother tongue. However, the small sample size represented by the single school research design may also be a possible weakness in the research. Likewise, the amount of time the observations took place due to scheduling and availability, along with the overall duration of each observation provided a limited view of the school program. Overall, the literature illustrates globalization as a driving force in the field of education that will continue indefinitely.

Multiculturalism

According to Brown and Morgan (2013), the previous meaning of multiculturalism has been changing rapidly over recent years, to the point where it now requires a more inclusive and expanded description. Rather than continuing only to point out the ethnic and racial backgrounds of individuals, society's most recent interpretations of multiculturalism require, for example, descriptions of individuals' marital status, sexual orientation, and gender (Brown &

Morgan, 2013). Additional research by Cleveland, Rojas-Méndez, Laroche, and Papadopoulos (2016) indicated that even an individual's national identity influences the changing nature of culture. Therefore, as culture is changing its boundaries, enhanced by the effects of globalization, the citizens of the world today are increasingly able to belong to more specialized groups, which are defined by more descriptors than in the past (Brown & Morgan, 2013; Cleveland et al., 2016).

According to Brown-Jeffy and Cooper (2011), multiculturalism in education has found teachers not only needing to teach about other ethnic identities, but also the need to interact with them in their classrooms while trying "to ameliorate the effects of cultural discontinuity" (p. 66). In essence, the idea is teachers must know and understand other cultures, as well as how to prevent their differences from becoming problematic. This led to the development of a concept called culturally relevant pedagogy (CRP), which requires educators to be "non-judgmental and inclusive" (p. 66) of all the backgrounds of students in order for learning to best occur in the classroom.

In support of CRP, Acquah and Commins (2013) investigated whether pre-service teachers had different amounts of cultural awareness before taking a multicultural course compared to post pre-service training. They also studied whether "they have different levels of knowledge about cultural diversity and teaching minority students prior to entering a multicultural education course than after completing it" (p. 448). According to their findings, "Teachers with a strong interest in and feeling for multiculturalism are often more successful in promoting the academic success of their learners" (p. 446).

Brown-Jeffy and Cooper (2011), supported the point made by Acquah and Commins (2013), regarding how the self-awareness of educators played a role in the learning of culturally

diverse classrooms. Specifically, “in order for teachers to be culturally attuned to the identities of their students, they should be aware of their own identities, as well as how those identities may be divergent from the identities of their students” (p. 72). In other words, Acquah and Commins (2013) and Brown-Jeffy and Cooper (2011) have said it is not enough for teachers to be aware and appreciate the culture, ethnicity, race, or any other type of background of others, nor is it enough to prevent situations based on these criteria to distract learning. Rather, it is equally important that teachers also know themselves to know how they are different from their students (Acquah & Commins, 2013; Brown-Jeffy & Cooper, 2011).

Pursuant to the theme of multiculturalism, Buchori and Dobinson (2015) found that many teachers have problems trying to value and preserve students’ cultural backgrounds, while also helping them to integrate into a new society. Their research also showed that some teachers viewed the backgrounds of various students in multicultural classrooms as a burden, and found themselves preoccupied with conformity (Buchori & Dobinson, 2015). Considering the work of Acquah and Commins (2013) and Brown-Jeffy and Cooper (2011), the importance of individual teachers and their role in multicultural classrooms becomes more visible.

Immigration of Students into Foreign Classrooms

Approaches in education aimed at helping immigrant students integrate into their school environments are not new concepts. For example, Bengtsson (2012) discussed how traditional multicultural education focused primarily on assimilation strategies, while nontraditional approaches have ranged from focusing on student’s cultural excellence; i.e., the most positive parts from students’ various cultural backgrounds, to simply teaching tolerance towards differences of gender, social class, and race. In general, multicultural competence in classrooms is the objective educators of immigrant students seek, which causes both students and teachers to

constantly challenge their understandings and deeply held beliefs towards culture in order to provide friendly, positive, academic, and culturally sensitive learning environments where students feel well-integrated, and all parties feel respected and happy (Bengtsson, 2012; Fangen & Lynnebakke, 2014).

Supporting this notion, Seker and Sirkeki (2015) stated “Integration means decreasing the level of disagreement and disharmony between individuals and the environment s/he is part of while... individuals develop new attitudes as a result of [the] acculturation process, which is a two way process changing the newcomers as well as...the host society” (p. 124). In other words, it takes two or more parties appreciating and understanding one another to create new attitudes that foster good relationships. This is also evident in the research from the perspective of pre-service teachers (Buchori & Dobinson, 2015), teachers (Sharma et al., 2011), school leaders (Bengtsson, 2012), as well as immigrant students and their families (Wegmann, 2012).

To provide a practical example, Ixa Plata-Potter and de Guzman (2012) examined the parent experiences of Mexican immigrants to the United States when helping their children navigate and succeed in school. In addition, their perceptions were researched regarding differences between the U.S. and Mexican educational systems, specifically the relationship between the sense of community and student learning. Regarding the findings, Ixa Plata-Potter and de Guzman (2012) stated, “The multiple differences parents found between the U.S. and Mexican educational systems were broad and deep. Parents recognized their limitations in understanding the system but also believed that school administrators and personnel did not fully comprehend the issues and challenges they and their children were facing” (p. 103). This illustrates another component of the problem caused by failing to seek or ask for better cultural understanding.

Considering the issue of how Germany's public school teachers are responding to immigrant populations, there are some parallels in this research regarding immigrants in all classrooms worldwide. For example, Germany's education is free, and Germany's teachers could be asked how they think the difference in financial costs influences how students respond to it. It could be combined with other factors; e.g., the way students respond to various levels of discipline and freedom. The literature shows a common ground can be sought that helps to create better learning environments.

Schachner et al. (2014) presented related research on how family-related conditions influenced early adolescents' cultural orientation, psychological, and sociocultural school adjustment in Germany. The study found that for second and third generation immigrants, such conditions were not predictable (Schachner et al., 2014). This research relates to the proposed study because it provided an overview of the topic of immigrant education in Germany from the perspective of families, which is supported in another German study by Wegmann (2012). In addition, Schachner et al. (2014) discussed cultural orientation of immigrant students in Germany, and described how it was the most important aspect psychologically for the mainstream adoption of educational goals. In support of Schachner et al. (2013), Ixa Plata-Potter and de Guzman (2012) further stated how family values of immigrant students positively influenced their education choices.

Therefore, as it applies to supporting a student's cultural orientation over other choices, it is "much more important [for teachers] to create a welcoming and multicultural climate, which promotes integration as the preferred acculturation style and prevents separation tendencies among students" (p. 1621). In addition, Schachner et al. (2014) listed many variables that could better explain the phenomenon of how immigrants respond to education in Germany. The level

of school involvement of immigrant students' parents, the role of religion in the family, and the family's choices toward language use at home are possible variables that explain the phenomenon. In addition, students' academic achievement was also reported, which shed light on how the most successful students from immigrant backgrounds approached education in their countries of destination. Therefore, if a goal would be replicating those results, it seems reasonable to recreate their same patterns of success.

Educators of Immigrants' Pre-service Multicultural Training and Perceptions

Sharma, Phillion, and Malewski (2011) studied a teacher-training program focused on developing multicultural competencies in pre-service teachers. The first part of the research studied how beliefs and perceptions shaped pre-service teachers' worldviews. A second part of the study looked at ways pre-service teachers' views could be transformed to create different perspectives prior to their placement in classrooms. Pre-service teachers in the program used critical reflection to build different views of their own multicultural experiences, and to reconceptualize their ideas of self and others. Therefore, the study suggested that teachers of multicultural classrooms could improve their educational practice by seeking transformation through critical reflection in order to implement CRP (Sharma et al., 2011).

In order to discover more as to how teachers of immigrant students are professionally prepared, Biermann, Karbach, Spinath, and Brünken (2015), informed the study about the acquisition of multicultural competencies. Biermann et al. (2015) showed that several correlations existed during teachers' pre-service training affecting the later outcome for students. The outcomes were both positively and negatively affected, as was the quality of their pre-service field experiences, which directly influenced their teaching skills, indicating the degree teachers were able to match theory with practice (Biermann et al. 2015). Personality traits of

pre-service teachers also affected later outcomes for some students, specifically the levels of their teachers' conscientiousness and agreeableness, which were most positively correlated, as well as neuroticism, which was most negatively correlated (Biermann et al., 2015). Sharma et al. (2011) also discussed that teachers of multicultural students needed to develop their ability to look continually for transformation methods to categorize their own multicultural experiences, and to be open-minded about themselves and others. The recognition of how pre-service teachers' ability to translate theory into practice can be impacted by traits derived outside of their formal training is an important fact to acknowledge in the current study.

Furthermore, a pattern of finding components of Bandura's (1983) social cognitive theory laced into the most relevant research is easy to establish as part of effective pre-service teaching preparation. Likewise, Sharma et al. (2011) stated, "As a form of systematic inquiry, critical reflection engages pre-service teachers in examining their beliefs, attitudes, and perspectives toward self and other, and deepens their understanding of how personal knowledge is related to educational issues and the broader construction of meaning" (p 22). As it relates to understanding teacher perceptions, the type of experiences German teachers have in this area may influence their perceptions.

Buchori and Dobinson (2015) investigated how Australian pre-school educators perceived and responded in multicultural classrooms, based on cultural differences. This is a very relevant study the current research due to the many parallels between teachers of pre-primary aged students and teachers of primary level students. In addition, it is a study of another country dealing with similar immigration issues as Germany. "Building an inclusive culture in a school is paramount. This can only occur if teachers are informed, willing and confident to

question and critique their own personal and collective beliefs and the values and practices underpinning their teaching” (Buchori & Dobinson, 2015, p. 77).

In addition, Su and Reeve (2011) conducted a meta-analysis that showed how intervention programs effectively helped people learn to support the autonomy of others, which can be a helpful skill especially among teachers of immigrant students. The training programs mentioned in the study were more effective for inexperienced trainees, which implies inexperienced trainees may be more open to adopting new strategies, or that veteran professionals' preexisting knowledge and experiences might give rise to resistance to the training. The significance of these findings connects to how multicultural training during pre-service education in Germany is a form of intervention pertaining to developing effective responses to immigrant students.

Furthermore, Rose and Potts (2011), while researching multicultural teacher training stated, “Without a deeper understanding of cultural complexity, candidates will continue to reify their own simplistic, sometimes colorblind perceptions of culture and reject culturally responsive teaching as a means of meeting diverse students’ needs” (pp. 13-14). The authors also indicated that the subject, who was a pre-service teacher, generally lacked a reasonable understanding of students with multicultural identities. The evidence pointed to the subject needing to have a more tolerant attitude, as well as an appreciation of multicultural identities. According to Rose and Potts (2011) the subject had already taken the following courses: “a freshman seminar with an emphasis on diversity, social justice, and personal cultural awareness; a social foundations course; and a multicultural course that included experiences tutoring African American students” (p. 4). Therefore, the pre-service teacher could have already possessed an understanding of

multicultural identities, yet failed to use critical reflection to create a personal transformation that resulted in greater appreciation (Rose & Potts, 2011; Sharma et al., 2012).

Some questions arise regarding the potential disconnection between understanding multicultural identities and forward movement towards tolerance and appreciation. Should pre-service teachers become in-service teachers who serve students with multicultural identities if they only understand multicultural identities but have a low appreciation for them? Would creating other environments to enhance tolerance and appreciation be possible as in-service teachers? Is allowing in-service teachers with low tolerance or appreciation for students with multicultural identities to become responsible for educating them an ethical practice? Should teachers without tolerance and appreciation for multiculturalism be educating at all?

Academic Achievement and Motivation of Immigrant Students

According to Limbird et al. (2013), the major predictors of academic achievement among immigrant students are literacy and acquisition of their host country's language, a finding supported also by Areepattamannil (2011) and Pegalajar-Palomino and Colmenero-Ruiz (2014). In addition, bilingual students with a primary minority language were reported as particularly at risk when educated in their second language, based on their tendencies not to develop full vocabularies compared to native students (Limbird et al., 2013). Likewise, as a potential strategy for improvement to consider, Bengtsson (2012) discussed school and teacher responses to the academic underachievement of immigrants in Sweden, where some schools had experienced this student population having 25 % failure rates in mathematics. In addition to more immigrant-centered training for teachers, school leaderships began embracing an intercultural concept in order to enhance their ability "to present an attitude towards pupils of foreign origin which

embraces their opportunities to succeed despite their cultural and linguistic differences (Bengtsson, 2012, p. 19).

Areepattamannil (2011) researched correlations between the academic self-concept and academic motivation and achievement of Indian immigrant students in Canada compared to their peers in their native country. Part of the research was to explore the perspectives, beliefs, and recommendations of the immigrant students in both countries, concerning classroom environments and instructional practices thought to be most conducive for academic engagement and achievement (Areepattamannil, 2011). The findings indicated that despite the Indian immigrant students having immigrated from a collectivist to individualistic culture, that even after spending many years in their new culture they had not changed their attitudes, ethnic identity, behaviors, or values about their education.

The Indian/Canadian study also indicated that classroom instructional behaviors in Canada did not markedly differ from the classroom instructional behaviors in India with respect to adolescent perceptions of autonomy support (Areepattamannil, 2011). The Indian immigrant adolescents in Canada and Indian adolescents in India perceived their classroom teachers as controlling rather than supporting their autonomy, which reflects the similar thoughts from students studied in Spain by Pegalajar-Palomino and Colmenero-Ruiz (2014). Likewise, Areepattamannil's (2011) findings also support other studies that indicate foreign-born adolescent students are likely to feel unwilling or unable to identify with the ethnic labels of the host culture, which this research stated was a growing concern to the international educational community.

In addition, Areepattamannil (2011) studied a similar population as Pegalajar-Palomino and Colmenero-Ruiz (2014), immigrant students facing language and cultural barriers who have

transitioned from a developing environment into one more established. The findings created questions regarding whether similar issues would exist in Germany, but it would seem likely they do, as well as other parts of the world. Students who migrate into societies where they have more freedom may expect education to be less controlling, and be upset to discover a new country's school has equal or higher standards for academics, behavior, and discipline than from their home country. It is interesting to note what role cultural conditioning plays on their behavior and how teachers teach students who come from less individually focused daily lives.

Pegalajar-Palomino and Colmenero-Ruiz (2014) further discussed how immigrant students could benefit from being exposed to emotional literacy programs, or other help in order to develop or improve socio-emotional skills to help their learning environments. This study is significant because it highlights at least two ways immigrant students can struggle when integrating into foreign learning environments, as well as suggests a strategy - emotional intelligence programs, which should be researched to see how much success or change has been created through their use. According to Bengtsson (2012), "Interviews as well as observations show that the observed school has developed new ways of teaching in order to meet the needs of second language learners. This indicates the school seems to function as a learning and problem solving organization" (p. 21).

Emotional Issues of Immigrant Students

Fangen and Lynnebakke (2014) conducted research in Norway on the interaction between students with ethnic minority backgrounds who have experienced exclusion in the educational setting and the people who stigmatize them. The focus was on the experiences of the students themselves, rather than if they really were stigmatized; i.e., the way they perceived stigmatization and the way they responded to it (Fangen & Lynnebakke, 2014). Providing

another Scandinavian example was Bengtsson (2012), who discussed how some Swedish school leaders had supplemented their teacher's multicultural skillsets by implementing additional teacher training for them at the school, due to math failures among the school's disenfranchised immigrant student populations, which had risen above 25%. This relates well to the present study of teacher responses to immigrant students in Germany, due to how deficits of skill was recognized in the faculty, and how a proactive solution was initiated by teachers who recognizing the need to better integrate immigrant students (Bengtsson, 2012; Fangen and Lynnebakke, 2014). Perhaps in Germany, like in the Swedish case, schools are creating responses that help teachers to better experience immigrant education.

Fangen and Lynnebakke's (2014) results were compared with existing literature, particularly Bandura's (1977) coping efficacy. The culture of the immigrant groups was described in detail, particularly regarding how their experiences were shared. Therefore, these data came from interviews, which allowed the common themes to emerge regarding their shared experiences (Fangen & Lynnebakke, 2014). Furthermore, the findings of this study have limited generalizability due to the small sample size. No gender or race information was discussed, however, it was assumed the participants were all minorities, but no information was given about the researchers. In addition, the sample was guided towards only three coping strategies, and other coping strategies, such as emotionally focused strategies, talking with others, turning to religion, etc., were not part of the study.

Similarly, Schachner et al. (2014) stated, "To develop interventions for students with an immigrant background, it is crucial to better understand the relationship between early adolescent immigrants' family environment and their educational achievement" (p. 1607). In addition, Fangen and Lynnebakke (2014) found that young immigrants were advised to aim low

in the educational system, since their background was seen as an obstacle, but others found that aiming high could be a buffer against future stigmatization. This has been a common theme in the literature.

Regarding stigmatization, Pegalajar-Palomino and Colmenero-Ruiz (2014) connected stigmatized feelings with the emotional intelligence of immigrant students. Pegalajar-Palomino and Colmenero-Ruiz (2014) said this was especially true when compared against native Spanish students who studied in Spain. Specifically, the Spanish and immigrant students' emotional intelligence scores reflected how native students showed greater capacity in emotional skill, and immigrant students had problems with social adjustment, social skills and, therefore, social inclusion, compared to the native students (Pegalajar-Palomino & Colmenero-Ruiz, 2014). Likewise, if or when immigrant students find help outside of school, as Simms (2012) discussed some parenting processes can be considered, they can then be associated with educational selectivity.

Overall, the studies by Pegalajar-Palomino and Colmenero-Ruiz (2014) and Simms (2012) speak to the need to use immigrant status as more of something to explore as a whole, rather than as a predictor of something. Research conducted on the academic achievement of immigrant students has a limited, yet valid ability to be generalized from one country to another. However, the study by Pegalajar-Palomino and Colmenero-Ruiz (2014) identified issues in grade 8 and below; therefore, a gap in the literature was found, and further research is needed with a focus on higher grades.

Summary

This chapter provided an explanation of the study's theoretical framework and a discussion of the relevant literature about current responses by educators to immigrant students,

both in and out of Germany. As the literature was reviewed that related the proposed research and its related issues, such as globalization and multiculturalism, several articles and publications stood out as being among the most relevant to this research. Sharma, et al. (2011) focused on teacher education students needing to use critical self-reflection while developing multicultural competencies. In addition, Acquah and Commins (2013) and Biermann et al. (2015) showed how, in the pursuit of learning to create positive multicultural classrooms, some teachers avoid learned knowledge and rely on beliefs, as well as how their beliefs or personalities can impact students. Furthermore, Wegmann's (2012) research illustrated how issues related to immigrants in German education exist, as well as showed that the problem can be better understood and improved.

The review of literature did not reveal the perceptions of educators in Germany regarding their own multicultural pre-service education as preparation for responding to existing or future differences between immigrant and native students' academic achievement, nor were their perceptions discussed regarding the value of different cultures, languages, and religions being present in their classrooms. Another theme not researched was German educators' perceptions about the role of critical self-evaluation in creating desired outcomes in multi-cultural teacher education or how they currently respond to immigrant students in ways that help them develop socio-emotional skills and coping strategies. There was also no research on Germany's public school educators responses to immigrant students' and their parents in ways that help involve them in their children's education, as well as their perceptions of this process.

Overall, this research will add to the body of knowledge regarding immigrant education. It will also be beneficial in bridging some of the gaps in the current understanding surrounding these topics. Therefore, the reviewed literature shows there is a need for researching how

educators in Germany use their experiences working with immigrant students to identify problems and improve their practices.

CHAPER THREE: METHODS

Overview

The third chapter will begin by offering the proposed study's design and setting, as well as the information about research participants. Next, the procedures will be reviewed, followed by the role of the researcher; the methods of collecting data and related analysis will then be provided. Afterwards, a discussion of the proposed study's trustworthiness and ethical considerations will be provided. Overall, this chapter's purpose is to explain the research methodology of the proposed study.

Design

This proposed study will use a qualitative design, as the approach to the issue is interpretive and naturalistic, signifying it will rely on the people studied to provide meaning (Creswell, 2013). Using an instrumental, single case study design, the study will look at educators in a single German Grundschule, which is a primary school for all students in grades 1 through 4. The type of school was selected as it is one of the only types of school in Germany where students attend regardless of background and ability. The geographic area was selected due to it having the presence of many immigrants, that it is in close proximity to the researcher, and because it is in an area where the researcher has personal connections. Therefore, the study is bound by school type, location, and educational level at the school.

Data will be collected via a focus group and in-depth personal interviews as well as direct observations. The data collected will show the educators' perceptions of the value of the different cultures and languages of their immigrant students and Germany's public education when meeting the needs of immigrant students, and the effectiveness and role of their own pre-service training in designing appropriate responses. The findings of the proposed study will be

qualitative in nature, since they will provide a better understanding of the perceptions of the participants as they occur. Regarding the data collected through the different methods, triangulation will be used to make the research trustworthy (Creswell, 2013).

Considering the mechanics of the design itself, a case study is a preferred design when examining contemporary events, when the relevant behaviors cannot be manipulated (Yin, 2009). In this case, the perceptions and experiences of English-speaking native-born German educators cannot be manipulated, making the design appropriate. The issue of immigrant education to be examined is also a contemporary event. A qualitative instrumental single case study is an appropriate design when the intent is to gain an in-depth understanding of a specific issue through studying a single case (Stake, 1995). Researchers conduct case studies to produce a detailed description of the phenomenon, develop possible explanations, and evaluate (Gall, Gall, and Borg, 2003). Overall, literature supports this design as the appropriate method for the research of this study.

Research Questions

Central Question

1. What are the experiences of English-speaking native-born German educators in Germany's public schools when responding to immigrant students?

Subquestions

1. How do English-speaking native-born German educators in Germany's public schools perceive the value of different cultures and languages of immigrant students and the effectiveness of their own pre-service training when responding to them?
2. How do English speaking native-born German educators in Germany's public schools perceive critical self-evaluation and self-efficacy as ways to help immigrant students

achieve academically and to develop socio-emotional skills and coping strategies to avoid exclusion?

3. What are some different views held by English-speaking native-born German educators in Germany's public schools towards their country's ability to educate immigrant students successfully?

Setting

The geographic setting of the proposed study will be Germany's states of Baden-Württemberg, Bavaria, and Hessen. More specifically, the sites will be Grundschulen located near the cities of Stuttgart, Munich, and Frankfurt. A Grundschule is a type of school in Germany's state funded public education system for children aged 7-11 years (Phillips, 2015). Grundschule students begin by receiving instruction in math, German, sports, and a blended course of geography and science, with instruction in music and a foreign language, typically French or English, beginning by the third grade (Phillips, 2015). Additionally, Wegmann (2012) stated teachers in these schools are increasingly called upon to help integrate immigrant children into life in Germany, in addition to helping them as students produce at or above standard academic results.

According to the Ministry of Justice for Integration and Europe of the State of Hessen (2013), demographic populations in the state have changed radically since 2005, mostly due to immigration. In fact, other than three city-states: Berlin, Hamburg, and Bremen, more immigrants have made their home in Hessen than in any other German state. Including its nearly one million residents in its largest city, Frankfurt, Hessen reported in 2013 that a quarter of its six million total residents had an immigrant background - with only one-third having been born in Germany (Ministry of Justice for Integration and Europe of the State of Hessen, 2013).

Relating to those patterns, currently 50% of children under 6 years old in Hessen have an immigrant background, which is a percentage only expected to keep increasing (Ministry of Justice for Integration and Europe of the State of Hessen, 2013). Baden-Württemberg and Bavaria are also rich with immigrant populations.

Moreover, adding to what was already a high percentage of children with immigrant backgrounds, 2015 brought additional newcomers. Waves of refugees, mostly from Syria, Afghanistan, and Iraq, are continuing to arrive in Germany, fleeing war and poverty (Huggler & Holehouse, 2015). This influx is due to Germany's choice to lead Europe's humanitarian response by granting asylum to most who enter from those countries (Huggler & Holehouse, 2015). However, in addition to what was already a huge increase from 2014, when Germany predicted only accepting 800,000 refugees in 2015, the government later revised the year-end total to be closer to 1.5 million (Huggler & Holehouse, 2015).

Therefore, at least tens of thousands, perhaps even a hundred thousand or more, asylum seekers may soon come to Hessen, or already be present, which is roughly equal in size to the American state of New Hampshire (Huggler & Holehouse, 2015; Ministry of Justice for Integration and Europe of the State of Hessen, 2013; Worldatlas, 2015). As a state in a country that has many communities of immigrants with children, public Grundschulen should expect to continue educating them, while also seeing drastically higher percentages of non-native students enrolling.

- The relevance of these facts regarding the specific site for the research is an illustration of why Hessen is a good setting and how the personal connections of the researcher to several of the state's Grundschulen should help secure a research site. Based on the historical data regarding immigration, as well as the on-going

refugee crisis, finding such a Grundschule to study the phenomenon should not be difficult with or without personal connections. Care will also be taken to ensure the setting is large enough to yield the required number of informants. The area with the largest concentration of people, the city of Frankfurt, will be the location sought for a suitable site first, with other areas considered if necessary. The setting is also located within commuting distance to the researcher, which will help with coordinating and conducting interviews and observations on site, as well as collecting required documents.

Participants

This bounded case's participants will be selected using a type of non-probability sampling known as snowballing. It is a process in which the researcher connects purposefully with a small target group, which then recruits other eligible participants based on the researcher's criteria (Morgan, 2008). Also according to Morgan (2008), the term snowballing is an analogy based on how the size of the sample group grows like a snowball rolling downwards.

By first using personal connections to locate several participants who meet the research criteria, a purposeful sample of 12-16 English-speaking native-born German educators who work at a large Grundschule in the state of Hessen will be sought and gathered based on interest from "people who know people," in order to identify which educators have information rich experiences (Creswell, 2013, p. 158). No predispositions regarding gender or race are required for the study. Therefore, aside from having the willingness to be interviewed and observed, the other qualifying criteria are as follows:

- Nationality as German by birth

- Ability to communicate in English conversationally and on an elementary written level
- Profession as educator; either teacher or administrator
- Working status as currently employed in a Grundschule in Germany, with at least one year of experience
- Classroom experience teaching immigrant students

Procedures

Gaining the necessary approvals for the proposed research will be the first phase of the study. I will apply to Liberty University's Institutional Review Board for approval prior to conducting any research. If the submission is approved and with confirmation of such returned, I will arrange an opportunity to meet with the office of Grundschule education for Hessen in Frankfurt am Main. My purpose will be to explain my intended research in order to get approval to conduct an case study in one of their state's Grundschulen, as well as to begin obtaining informative documents.

The next step will be contacting my personal connections in several of the state's Grundschulen in order to arrange a meeting with school administrators. My purpose will be to gain approval to conduct the case study in the school in order to begin recruiting participants. Once approved, I will begin arranging individual and focus group interviews, as well as observations, according to the participants' availability. Regarding my interview questions, I will get experts in the field to review them and will then pilot the interview with a small sample outside of my study sample to ensure the questions are clearly written and worded correctly. Consent forms will be given to the participants when interviewed, and then collected once signed. Transcripts of the interviews will be verbatim, based on video recordings. Field notes of

the direct observations will also be made and gathered. The data will then be analyzed using a holistic, single unit approach to review “the contextual conditions in relation to the entire case” (Yin, 2009, p. 47).

The Researcher's Role

The role as researcher makes me the human instrument in my study. In addition, I am choosing to focus on being constructivist. In order to do that, I will seek to understand the issues rather than look for something new. I will both analyze and collect the interpretations of others, while I embrace the concept that knowledge is constructed rather than discovered (Stake, 1995).

As an immigrant in Germany myself, as an educator, and by being the father of immigrant, school-aged children, I believe I logically bring some bias to a study of immigrant education in Germany. Furthermore, while I appreciate Germany, immigrating there was not without frustrations and, as a human being, I have ethnocentric beliefs about what is correct that contrasts to what I perceived people from Germany or other cultures believing.

In addition, as an educator who regularly works with German students, yet with little formal knowledge of how they are educated prior to their arrival into my responsibility, I am interested in how and what they have been taught. Therefore, I admit to holding a prior belief that German education was strict and structured; now my experiences with students from the German public-school system make me doubt this. Finally, the area selected for my research, the states of Baden-Württemberg, Bavaria, and Hessen, are areas where I have no professional obligations or relationships to any German public schools, so this will minimize bias.

Data Collection

The proposed study will be conducting using various data collection methods - specifically a focus group and individual interviews, as well as direct observations. This case

study will be strengthened by using at least three methods of collecting data, also called data triangulation, which allows researchers to study broader ranges of historical and behavioral issues, as well as develop lines of inquiry that converge (Yin, 2014). This research will be conducted using the following methods:

Interviews

According to Stake (1995), “Qualitative case study seldom proceeds as a survey with the same questions asked of each respondent; rather, each interviewee is expected to have had unique experiences, special stories to tell” (p. 65). This research study will use personal interviews with individual educators as one method to collect data. According to Yin (2009), for a bounded, single case, such interviews should be guided conversations rather than structured queries. In that spirit, the interviews will be semi-structured in order to provide a framework that generates responses to explore through further questions, while allowing the interviewer to skip over and digress from others (Gordon, 1975). There is no plan to ask questions in any specific order. It is rational to use personal interviewing as a data collection method, since focus groups are known not to yield in-depth discussions, something which a study about perceptions would require (Stake, 1995). Since the purpose of this case study is to understand the experiences of English-speaking native-born German educators in Germany’s public schools as they respond to immigrant students, face-to-face interviews using open-ended, semi-structured questions will help the researcher to better understand those perceptions.

According to Yin (2009), pilot cases can provide valuable information to researchers about relevant field questions. Therefore, a pilot study will be conducted with two English-speaking native-born German Grundschulen teachers prior to collecting data via personal interviews with the study's participants. The pilot study will address content validity by testing if

the interview questions will solicit responses that inform the study's research questions and measure if the data collected from the interviews is rich in detail. The questions will be updated if the pilot study's results suggest refinements are useful for addressing the themes of the research questions or increasing the collection of rich details. Approval will then be sought from Liberty University's IRB to use any refined questions to conduct interviews with the study's participants.

Each of the study's interviews will last between 30 minutes to an hour and will be recorded using audio and video devices, and then transcribed verbatim for data analysis. In addition, careful attention will also be placed on building good relationships with the informants by being accommodating to their conveniences (Stake, 1995). Patience will be applied in order maintain access to them or their facilities, and focus will not be lost on completing the interviews.

During the interviews the focus will remain on asking all the questions in order to attain all the "unique descriptions of an episode, a linkage, [and] an explanation" (Stake, 1995, p. 65). The following questions will be made and readily available in order to keep the interviews focused:

Standardized Open-Ended Interview Questions

Experiences responding to immigrant students

1. What was an unusually rewarding or difficult experience that stands out while recalling your past occasions working with immigrant students?

Value of different cultures and languages

2. How valuable are the different cultures and languages of immigrant students to the learning environment of your classroom or school?

3. What factors best determine how well immigrant students successfully integrate into your classroom or school?
4. How have your feelings about immigrant students in German public schools changed since becoming a teacher?

Effectiveness of pre-service training

5. How effective was the multicultural education received during your professional preparation based on your experiences since becoming a teacher?

Critical self-evaluation and self-efficacy as a way to help immigrant students

6. How has your pedagogical practice changed since gaining more experience teaching immigrant students? What related professional goals have you created based on any misunderstandings or perceived deficits in your pre-service training?
7. How do you help immigrant students with low socio-emotional skills that are not coping well with the exclusionary behaviors of native-students?
8. How have you been motivated or demotivated from your classroom or school experiences with immigrant students? What is the result?

Perceptions of German ability to educate immigrants successfully

9. How do you explain why Germany ranks high in education internationally considering the presence of many immigrants in public education?
10. What do you think Germany does best when it comes to educating its immigrant students?

The purpose of question 1, which pertains to rewarding or difficult experiences working with immigrant students, was designed to gather information about the specific experiences of German educators, which addresses the study's central research question. A range of

perceptions about multicultural identities in classrooms exists and other teachers reported have had both positive and negative experiences across a wide spectrum when responding to immigrant students (Acquah & Commins, 2013; Buchori & Dobinson, 2015; Brown-Jeffy and Cooper, 2011). Questions 2 through 4 connect directly to the study's subquestion 1, and were designed to gather specific perceptions regarding how educators value different cultures and languages of immigrant students. These questions are supported by research on variances in teachers understanding of multiculturalism (Buchori & Dobinson, 2015; Rose & Potts, 2011).

Question 5 also addressed a different part of subquestion 1, specifically the perceived effectiveness of pre-service teacher training when responding to immigrant students, based on research from Sharma et al. (2011). Similarly, question 6 through 8 helped to answer subquestion 2 by seeking responses linked to critical self-evaluation and self-efficacy as ways to help immigrant students achieve academically and to develop socio-emotional skills and coping strategies to avoid exclusion (Fangen & Lynnebakke, 2014; Ixa Plata-Potter & de Guzman, 2012; Pegalajar-Palomino & Colmenero-Ruiz, 2014; Simms, 2012). The final two questions, 9 and 10, inform subquestion 3 by investigating teacher perceptions of Germany's ability to educate immigrant students successfully (e.g., Phillips, 2014; Schachner et al., 2014; Wegmann, 2012).

Focus Group

In addition to personal interviews, this research will also rely on collecting interview data from a focus group. Morgan (1996) discussed studying a focus group as "...a research technique that collects data through group interaction on a topic determined by the researcher" (p. 130). Morgan (1996) also explained that focus group research is most commonly paired with individual interviews, since it allows researchers to not only explore with greater depth, as is

typical when interviewing one-on-one, but also in greater breadth. He stated some participants may react and engage in discussions upon listening to the recollections of others differently or better than if only asked on their own. A focus group interview can quickly produce rich qualitative data by “getting reactions from a relatively wide range of participants in a relatively short time” (p. 134). Interviewing a focus group is also a good method of data collection as additional issues can surface which help develop additional questions (Morgan, 1996).

A focus group will be created in a Grundschule to inform the researcher, comprised of six educators. The group will be as homogeneous as possible, to be finally determined based on the participants. In addition, participants will be offered snacks and beverages to help create a comfortable environment, but the meetings will occur at the school due to monetary constraints and as a matter of convenience to both the participants and researcher.

Observations

This proposed research will make use of observations as the third type of data collection, which is a key tool in qualitative research (Creswell, 2013). Observations allow the occasion to tell the story, to show “the situation, the problem, resolution or irresolution of the problem” (Stake, 1995, p. 62). These observations will be scheduled with the school’s approval and at times convenient to each participating educator, so long as these times offer opportunities that allow observation of the phenomena. Once accessed, 12 to 16 observations will take place over 90 minute periods and occur in the natural setting of the school. As Stake (1995) pointed out, qualitative researchers have the responsibility of keeping good records of their observations, mostly due to wanting to offer an “incontestable description for further analysis and ultimate reporting” (p. 62). As Stake (1995) recommended, a fixed schedule and routine place will be used to write-up notes from observations as soon as possible after each session.

Data Analysis

This proposed qualitative research will rely upon qualitative techniques to analyze the collected data. These techniques include open coding, tabulating, testing, recombining evidence, and drawing conclusions from the data collected (Yin, 2009). The data analyzed will use a holistic, single unit approach rather than an embedded, multiple unit approach (Yin, 2009). The purpose of using a single unit approach is to process the conditions and contexts of the situational conditions compared to the entire case (Yin, 2009). In order to accomplish these things, files will be created to collect and review interview transcriptions, documents, and field notes, including completed protocol forms from observations, and will be safeguarded for privacy protection (Creswell, 2013).

The first step will begin just after the first interview. At that time, I will see if patterns are forming or if the future data collection needs to be adjusted. Reading and memoing will then be utilized, and each interview transcript will be read completely at least three times to allow for an overall in-depth understanding, and written notes will be taken to record emerging ideas or relationships. Next, open coding will be used, which is pulling out reoccurring words, phrases, or themes from the texts (Creswell, 2013). The data results will be described and classified into codes and themes, and a short list of codes will be developed that match text segments. They will then be put into categories and combined into themes that will be used to write the case study. After using the techniques mentioned, the case and context will be described, and categorical aggregation will then help organize the themes. The codes can then rely upon generalizations about what was learned to create the themes (Creswell, 2013).

In order to provide additional clarity and focus about my data analysis techniques, I will use Creswell's (2013) description of the qualitative data collection spiral (p. 183), which has six distinct steps.

Step 1: I will organize data into computer files in order to better manage it (p. 190). For this step, I will review audio and video files from interviews and then transcribe into text.

Step 2: I will read the text transcripts several times while writing notes and seeking to understand the case as a whole. I will then form initial codes (p. 190).

Step 3: I will start describing data into codes and themes, also called describing the case and context (p. 190)

Step 4: I will begin classifying data into codes and themes, using categorical aggregation to establish themes or patterns (p. 190).

Step 5: I will start interpreting the data by relying on both direct interpretation and generalizations about what was learned (p. 191).

Step 6: I will make the data visible by packaging findings in text, tabular, or figure form (p. 191).

Trustworthiness

There are four criteria that enhance the trustworthiness of qualitative research studies: credibility, dependability, confirmability, and transferability (Lincoln & Guba, 1985). In consideration of these criteria, it is important to use multiple validation strategies to document the accurateness of qualitative research, with up to eight of them frequently used by qualitative researchers (Creswell, 2013). In consideration, the following validation strategies will be applied to the criteria of trustworthiness:

Credibility

In this proposed study, triangulation will address credibility by using at least three methods of data collection in the research design (Lincoln & Guba, 1985). Individual interviews, focus group interviews, and direct observations will allow triangulation to occur. This process is important to increase the reliability of the study because it will help ensure accurate data collection from the use of multiple sources. The strategy of peer review will be used to uncover unknown biases of the researcher or unintended positions towards the data or its analysis (Lincoln & Guba, 1985). This will include having at least three peers review the research done at the school in Hessen. The validation strategy of member checking will be used, which allows the study's participants to view the data, interpretations, or other parts of the study, which allows them to respond and add validity to the research (Lincoln & Guba, 1985). In order to accomplish this, the research will be given to the educators at the school in order for them to check it.

Dependability

The validation strategy of peer review will test the study's objectivity by having an external observer audit the way the research was conducted, the way the data was analyzed, as well the findings it produced; the qualitative equal of quantitative reliability (Lincoln & Guba, 1985). Personal interviews, focus groups, and direct observations will provide triangulation.

Confirmability

The aforementioned validation strategies of peer review and triangulation will also be used to check confirmability. A peer review, also called an external or confirmability audit, will help ensure the conclusions of the research are supported by the data (Merriam, 1998). In addition, feedback from confirmability audits will be especially useful regarding preliminary

findings, as it could challenge the research and lead to the development of stronger findings through additional data collection (Creswell, 2013). Furthermore, since a common problem with such audits is subsequent confusion due to reviewers lacking clarity over some part of the study; this will be avoided by giving them a clear understanding of the research and by only selecting auditors who are willing to commit enough time to learn about it (Merriam, 1998). As for methods triangulation as a validation strategy, this process will help to serve the same purpose as peer review – to ensure that the research is comprehensive and well-developed (Creswell, 2013).

Transferability

When a thick description of a phenomenon provides enough details, it allows transferable conclusions to be made; therefore, it promotes the external validity of the study (Lincoln & Guba, 1985). When conducting field research at the school in Hessen, enough field notes will be made to allow patterns to be formed and put into context, so that a thick description can be achieved.

Ethical Considerations

This proposed research on English-speaking native-born German educators in Germany's public schools has ethical issues to consider due to it being a qualitative study. Qualitative research, which includes case studies, depends on the participation of people, so ethical considerations are made for their protection (Creswell, 2013). To begin with, the Institution Review Board governed by Liberty University will review and approve my research plan prior to my interaction with any human participants and before any collection of data is attempted. Once I have the IRB's permission, as well as permissions from the site, I will approach participants and obtain their informed consent. In order to avoid pressuring participants to consent, I will ensure they receive all of the information about the study and understand no one has to

participate or sign anything, and that they can quit at any time. In doing that, I will need to suppress my personal nature of being persuasive when seeking to achieve my personal goals.

In addition, preventing exploitation and power imbalances will become a potential concern after the research begins. Therefore, the following mitigating actions will be taken: leading questions will be avoided during the interviews, names of participants changed to prevent sharing sensitive information, and collected data will be secured in a locked location (Creswell, 2013). Furthermore, qualitative case study researchers are responsible for ethics regarding the treatment of human participants to the degree of surpassing their research design's technical considerations, which include adhering to professional ethics, as well as those of their field's professional research organization (Yin, 2009).

Summary

In Chapter Three, the research was proposed as a qualitative instrumental single case study, and an explanation was given for the design. In addition, the site of the research was identified and discussed, along with why it was chosen, and details given about the participants. The data collection and analysis procedures were also provided. The end of the chapter discussed the study's trustworthiness and related validation strategies, and concluded with a review of the study's ethical considerations.

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APPENDIX A: OBSERVATION PROTOCOL

Observation Protocol for State Grundschule, Hessen, Germany

Protocol developed from *Qualitative Research Methods: A Data Collector's Field Guide* (Mack, Woodsong, Macqueen, Guest, & Namey, 2006).

1. Quickly introduce myself before the observation session.
2. Blend in and try not to affect the nature of the activities observed.
3. Remember the researcher's role as a non-participant observer; resist the urge to engage actively within the class.
4. Include the date, time, and place on all notes.
5. Document observations rather than expectations; only take note of what happens.
6. Take notes using pseudonyms for participants and locations.
7. Use a codebook to integrate shorthand into observation notes.
8. Only record important detail quickly - do not analyze in the field.
9. Conserve entries on observation notes in order to expand them later.
10. Observe comprehensively by taking notes of moods, conversations, attitudes, and body language.
11. Stay for the entire class - coming and leaving can be disruptive.