

5-2015

Long-term Impact of Teacher Training for Mexican English-language Teachers

Rochelle Keogh

University of Arkansas, Fayetteville

Follow this and additional works at: <http://scholarworks.uark.edu/etd>

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), and the [English Language and Literature Commons](#)

Recommended Citation

Keogh, Rochelle, "Long-term Impact of Teacher Training for Mexican English-language Teachers" (2015). *Theses and Dissertations*. 31. <http://scholarworks.uark.edu/etd/31>

This Dissertation is brought to you for free and open access by ScholarWorks@UARK. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of ScholarWorks@UARK. For more information, please contact scholar@uark.edu, ccmiddle@uark.edu.

Long-term Impact of Teacher Training for Mexican English-language Teachers

Long-term Impact of Teacher Training for Mexican English-language Teachers

A dissertation in partial fulfillment
of the requirements for the degree of
Doctorate of Education in Higher Education

by

Rochelle Keogh
Brigham Young University
Bachelor of Arts in Near Eastern Studies, 1995
Brigham Young University
Master's Teaching Certificate in Teaching English as a Second Language, 1996
Brigham Young University
Master of Arts in Teaching English as a Second Language, 1998

May 2015
University of Arkansas

This dissertation is approved for recommendation to the Graduate Council:

Dr. James O. Hammons
Dissertation Director

Dr. Karen Hodges
Committee Member

Dr. Leyah Bergman-Lanier
Committee Member

Abstract

The purpose of this study was to determine the long-term impact of the Summer Workshop for English Teachers. Moving beyond participant satisfaction surveys and even measures of participant learning outcomes, this project sought to describe the ways that teachers implemented their program training after returning to Mexico and what affect that had in their classrooms, their schools, and the wider English-teaching community. I surveyed 203 former Summer Workshop participants and conducted focus group interviews with 18 more who attended the professional development training at a U.S. host institution between 2002 and 2013. The data showed that the participants were using their program training in various ways to increase student motivation and participation in the classroom, improve collaborative efforts with their colleagues, and make important changes in their school curriculum or English teaching policies. Program participants also shared what they learned in their summer training course with other English teachers through in-service training meetings, conference presentations, and publications.

Acknowledgements

I would like to thank all those who made this project possible and who have supported me with their ideas, input, and enthusiasm throughout the process. Specifically, I want to acknowledge the time and effort that my committee chair, Dr. Jim Hammons, put into mentoring me, helping me shape this research project, and reading and editing multiple drafts of the paper. His guidance and dedication throughout this process has made working on this project a successful and rewarding academic experience. Thanks also goes to Dr. Leyah Bergman-Lanier, who not only served on my committee, but was a hands-on part of the survey development and data gathering process. Her knowledge and experience of the Summer Workshop for English Teachers program has helped to strengthen the quality of the final outcome of this project. She has a vision and passion for improving international teacher education that has been an inspiration to me. I also want to thank Dr. Karen Hodges for her enthusiastic support, her editorial comments and input, and her professionalism in her work as part of my committee. Finally, thank you to Dr. Ronald Berk, who selflessly took time to advise me on the statistics portion of the project.

I also want to acknowledge the contribution of my colleague and friend, Cindy Rauth, for her input and expertise in field testing my instruments and helping conduct the focus group interviews in Mexico. Another colleague, Maggie Hug, generously provided advice and expertise to strengthen my survey and interview instruments and help me specially tailor questions for the Mexican English-teacher audience.

My family has been an immense support to me throughout this process. Their unfailing encouragement has given me the motivation to see this project through to the end. My husband Simon has been my biggest cheerleader and encourager. He has inspired me to become better,

strengthen my talents, and reach my academic and personal goals. Thank you for believing in me! You have made this possible!

Finally, I would be remiss if I did not thank the participants in this research project. The Mexican English teachers that I worked with are professional, dedicated educators who are committed to improving English teaching capacity in their country. Thank you to each of them for taking time to thoughtfully respond to my questions and most of all for their commitment to quality teaching and learning.

Dedication

I dedicate this project to my children. May you always value education and become lifelong learners! You can achieve anything that you want to in life.

Table of Contents

Chapter One: Introduction	1
Context of the Problem	1
The Summer Workshop for English Teachers.....	2
Statement of the Problem.....	3
Purposes of the Study	4
Research Questions	5
Significance of the Study.....	6
Definition of Terms	6
Chapter Two: Literature Review	8
Literature Search and Review Process	8
Introduction.....	9
Frameworks for the Evaluation of Training Programs	10
The Kirkpatrick Training Evaluation Framework	10
Other Conceptual Frameworks for Teacher Training Evaluation	15
Synthesis of the Literature on Training Evaluation.....	18
Applying Kirkpatrick’s Framework to Teacher Training Programs	18
Measuring Levels 3 and 4: The Transfer of Knowledge, Attitudes, and Skills	20
Previous Studies of International Teacher Training Programs.....	23
The International Teacher Study	23
The Summer Workshop Studies.....	24
Laying the Groundwork	26
Significance of the Current Study to Literature and Practice	26
Gaps in the Literature: The Need for Long-term Impact Studies.....	26
Chapter Three: Methodology	29
Overview.....	29
Selection of the Research Design	29
Rationale for the Data Collection Methods	30
Mixing the Data	33
Role of the Researcher.....	33
Variables in the Study	33

Phase 1: Quantitative Survey.....	34
Survey Development	34
Population.....	38
Survey Sample.....	39
Data Gathering.....	39
Data Analysis.....	40
Phase 2: Qualitative Interviews	40
Interview Protocol Development.....	41
Focus Group Sample	41
Data Gathering and Analysis.....	42
Validity and Reliability in the Study	42
Delimitations of the Study	43
Delimitations Related to the Quantitative Participants	43
Delimitations Related to the Qualitative Participants	43
Generalizing the Findings.....	44
Summary.....	44
Chapter Four: Presentation of Data.....	45
Introduction.....	45
Survey Participant Demographics	45
Teaching Context.....	46
Level of Prior Education	47
Teacher Training	48
Teaching Experience	48
Survey Responses	49
Impact of the Summer Workshop on Classroom Teaching.....	49
Obstacles Faced in Implementing Program Training.....	57
Ways Teachers Shared Program Training.....	65
Impact of the Summer Workshop on Teacher Leadership Behaviors.....	71
Effect of Demographic Variables on Classroom and Teacher Leadership Behaviors ...	78
Focus Group Interview Responses	82
Question 1: Examples of Implementation	82

Question 2: Benefits to Students	85
Question 3: Obstacles to Implementation.....	88
Question 4: Personal and Professional Growth	91
Question 5: Other Comments and Suggestions	92
Chapter Summary	93
Chapter Five: Findings, Conclusions, and Recommendations	94
Introduction.....	94
Summary of the Methodology	94
Presentation of the Findings	94
Research Question 1: Changes in Behavior	94
Differences in Sub-populations	97
Research Question 2: Challenges and Obstacles.....	98
Research Question 3: Program Impact.....	101
Conclusions.....	102
Documenting Training Impact	102
Need for Institutional Support	104
Power of Positive Reinforcement.....	105
Potential Ripple Effect	105
Changes in Student Motivation	106
Limitations of the Study	107
Program Factors.....	107
Limitations of Instruments	108
Recommendations for Improved Practice	108
Recommendations for the Summer Workshop.....	109
Recommendations to Improve the Teaching Context	111
Recommendations for Future Research.....	113
Further Research on the Summer Workshop.....	114
Long-term Impact Model for Future Teacher Training Evaluation Studies.....	114
Concluding Statement.....	115
References.....	116
Appendix A.....	120

Appendix B.....	121
Appendix C.....	122
Appendix D.....	127
Appendix E.....	128
Appendix F.....	129
Appendix G.....	133
Appendix H.....	137

Chapter One: Introduction

Context of the Problem

The continued focus on assessment and learning outcomes in higher education has led many teacher education programs to reexamine the effectiveness of their program evaluation methods. Determining whether participants reach intended learning outcomes and if they later apply what they have learned in their teaching is important for ongoing program improvement and funding requirements. The same is true for professional development training for in-service teachers. Various external stakeholders – which in the case of programs for international educators may include program sponsors such as foreign ministries of education, international universities, or the U.S. Department of State – also have a vested interest in the quality of learning outcomes and the impact of teacher change on student learning.

Each year, the U.S. Department of State and foreign ministries of education fund short-term, intensive teacher training programs for international English teachers, which are hosted at U.S. universities. These programs, such as the International Leaders in Education Program (ILEP), the Teaching Excellence and Achievement Program (TEA), and the Access Microscholarship Teacher Workshop promote “the learning and teaching of American English around the world [which] is an integral part of the Department of State’s efforts to foster mutual understanding between the people of the United States and the people of other countries” (Bureau of Educational and Cultural Affairs, 2014, para. 2). The programs seek to build English teaching capacity in non-English speaking countries by increasing the teaching and leadership skills of English as a Foreign Language (EFL) teachers through training workshops. The evaluation of the quality and effectiveness of these programs is critical to ensure that these

programs meet the needs of participating teachers and have an impact on students in their home classrooms.

The Summer Workshop for English Teachers

One such program is the Summer Workshop for English Teachers. This program was co-sponsored by the United States-Mexico Commission for Educational and Cultural Exchange (COMEXUS) – a non-profit organization that receives funding from both the U.S. and Mexican governments and seeks to promote mutual understanding between the two countries through educational and cultural exchanges (<http://www.comexus.org.mx/>) – and the Mexican Ministry of Education (Secretaría de Educación Pública or SEP). In 2002, COMEXUS and SEP instituted the Summer Workshop as a training initiative to advance the professional development of English teachers in public secondary schools in Mexico. The four-week Summer Workshop was jointly funded by SEP and COMEXUS from 2002 to 2011. During that time, the program enabled nearly 720 English teachers from all parts of Mexico to attend a summer training program at one of four U.S. host institutions. Beginning in 2012, COMEXUS discontinued participation in the program, but SEP has continued to organize and fund the project. Approximately 240 English teachers have received training at U.S. host institutions since 2012 (M. Hug, personal communication, September 2014).

The Summer Workshop for English Teachers was designed to provide further training in English teaching methods, language acquisition, U.S. culture, and teacher leadership skills for teachers of English in public secondary schools in Mexico. While the specific content of the four-week training program was designed by each participating U.S. institution and tailored to the needs of the participants, the overall goals for the training programs were set by COMEXUS and SEP and were consistent across the institutions. The goals of the program were to (a)

introduce Mexican teachers to English language teaching methods and techniques to improve the quality of classroom instruction, (b) provide instruction in the effective use of technology for language learning purposes, (c) develop participants' teacher leadership skills including the ability to collaborate effectively with colleagues and problem-solve on curriculum and assessment issues, (d) and train participants to lead in-service training workshops or create conference presentations in order to pass on the course content to colleagues in their own schools and teachers in the broader educational community.

Statement of the Problem

Mexico has expanded the teaching of English in public schools in the last few years. English as a Foreign Language is now being offered at the elementary and secondary levels, leading to the need for more teachers who are trained in language teaching methods and techniques. The critical need for trained English-language teachers in Mexico has prompted the Office of Professional Development of Teachers in Mexico to continually increase the budget for teacher development. In 2010 alone, over \$370 million was allocated for training programs and workshops for teachers (Bando & Li, 2014). However, due to a lack of follow-on research, there is only anecdotal evidence that this training has substantially improved English teaching capacity in Mexico.

In the past, the success of the Summer Workshop for English Teachers was measured by participant satisfaction surveys and end-of-program reports submitted by the host universities. Through the years, the reports were positive: the Mexican teachers felt satisfied with their experience and the host universities reported observed gains in the participants' knowledge and teaching skills. It seemed that the program goals were being met. However, very little attention and very few resources were allocated to measuring the long-term impact of the training. Did the

Mexican teachers return to their home classrooms and actually implement the new knowledge and skills they had learned in the Summer Workshop? Did the changes make a difference in their classrooms or schools? Did the teachers pass on what they learned to other Mexican teachers so that more could benefit from the training? These questions related to the long-term impact of the program training have been largely unanswered.

Understanding the long-term impact of teacher professional development is just as critical as measuring participant satisfaction or learning outcomes at the end of a training program (Kirkpatrick & Kirkpatrick, 2007) and perhaps more so because it highlights how participants actually use what they have learned to make changes in their home teaching environments (Borko, 2004). It is only by tracking how teachers apply program training and documenting evidence of tangible results that the evaluation cycle is complete (Kirkpatrick & Kirkpatrick, 2007). While this level of training evaluation is seldom undertaken due to expense, time commitment, and the difficulty of gathering such data, it is a valuable part of the evaluation process and can shed light on the end results of the training offered. In the case of the Summer Workshop for English Teachers, this long-term impact evaluation is critical to understanding how the program training affects the participants' classrooms, students, and their own professional development.

Purposes of the Study

The purposes of this study were to (a) identify and quantify what behaviors Mexican English-language teachers who participated in the Summer Workshop for English Teachers engaged in that demonstrate the application of the program training in their home teaching contexts, (b) explore what challenges they encountered in doing so, and (c) describe the impact

that implementing program training had on participating teachers, their students, or the wider English-teaching community.

Research Questions

To achieve these purposes, the study explored the following research questions:

1. What behaviors do Mexican English-language teachers who have participated in the Summer Workshop for English Teachers engage in that demonstrate application of the program training?
 - a. Do Mexican English-language teachers who work with students in diverse teaching contexts (e.g., indigenous vs. non-indigenous students; rural vs. urban schools) differ in their application of the Summer Workshop training? If so, how?
 - b. Do Mexican teachers with differing levels of education and training prior to their participation in the Summer Workshop (e.g., those with teacher training specific to language teaching vs. those with teacher training not specific to language training vs. those with no prior teacher training) differ in their application of the program training upon return to their home school communities? If so, how?
 - c. Do Mexican teachers with differing levels of English-language teaching experience prior to their participation in the Summer Workshop differ in their application of the U.S. based program training? If so, how?
2. What challenges have Mexican English-language teachers who have participated in the Summer Workshop faced in implementing program training?
3. What impact has the implementation of program training had on the participating teachers, their students, and the wider English-teaching community?

Significance of the Study

Investigating the long-term impact of international teacher training programs like Mexico's Summer Workshop for English Teachers is essential for the continued development and improvement of such programs. Given the substantial investment of time and resources by COMEXUS, SEP, partner institutions in the U.S., and the participating Mexican English-language teachers over the last 13 years, exploring the long-term impact of the Summer Workshop on the teachers, their schools, and the broader educational community in Mexico is important. The results of this research can help inform future decisions by sponsors about program funding and may help shape the program content and goals to better meet the needs of the participating teachers. The findings could also be used by host universities and other stakeholders to make changes to the curriculum to ensure that the program has far-reaching effects on English language teaching capacity in Mexico.

Definition of Terms

There are several terms that need to be defined for this study. These are:

1. *Pre-service teachers* refers to students who are currently enrolled in a teacher education program and who are preparing to become English-language teachers.
2. *In-service teachers* refers to English-language teachers who currently teach English as a Foreign Language in a classroom setting.
3. *Long-term impact* refers to (a) evidence that Mexican English-language teachers have applied what they learned in the Summer Workshop for English Teachers at U.S. host universities and (b) results of those changes as seen in the teachers' classrooms, schools, or the wider educational community.

4. *Teacher behaviors* that demonstrate application of program training are drawn from the program objectives and include (a) self-reported classroom use of strategies and techniques taught in the four-week training course, (b) improved ability to integrate technology into student learning experiences, (c) improved teacher leadership skills – as measured by activities such as increased collaboration with other teachers or participation in additional professional development opportunities, and (d) sharing of strategies and techniques from the Summer Workshop with other teachers and professionals.
5. *Teaching English as a Foreign Language* or *EFL* refers to teaching English in a country where English is not the native language of the people, in this case: Mexico.

Chapter Two: Literature Review

Literature Search and Review Process

This chapter reviews the literature relevant to the assessment of teacher professional development programs and the recommendations made by evaluation professionals on how to design effective evaluation studies. In order to gain an understanding of how short-term training programs are assessed, I first reviewed literature on the evaluation of training programs starting from the seminal work of Donald Kirkpatrick, who laid the foundation in the 1970s for modern training evaluation studies. I started by reading through Kirkpatrick's published works on training evaluation and then I read authors that had cited his methodology in designing their own studies, including the current recommendations of the American Society for Training and Development. I then broadened the search for training evaluation literature by using the UA library's Google Scholar and Ebsco databases. I searched using the keywords: *training impact* and *evaluation of training*, which provided me with sufficient sources to develop a framework for evaluating training programs.

Next, I narrowed my focus to the literature on the evaluation of teacher education and in-service teacher training programs, beginning with the work of Thomas Guskey (from the late 1980s to today) at the University of Chicago, who is well-known for his writing on the subject. I searched for articles that cited Guskey's work. Then I again searched the library databases for literature from the last ten years using keywords: *teacher training evaluation*, *in-service training evaluation*, and *impact of teacher professional development*. These sources provided more detailed recommendations for evaluating teacher professional development programs and showed how Kirkpatrick's framework could be applied in educational research. I have presented

these in the literature review below to provide an historical perspective to the development of conceptual frameworks for evaluating teacher training programs.

Finally, I hoped to find studies focused specifically on the long-term impact of EFL teacher training. I was unable to locate any published research, so I inquired about such studies with the United States-Mexico Commission for Educational and Cultural Exchange (COMEXUS) and the Mexican Ministry of Education (SEP), which have jointly sponsored the Mexican Summer Workshop for English Teachers at U.S. host institutions, and also with the International Research & Exchanges Board (IREX), a U.S.-based nonprofit organization that partners with the U.S. Department of State to offer professional training for international English teachers. None of these organizations was aware of any long-term impact studies (published or unpublished) of EFL teacher training courses, although all of them confirmed the value of and need for such studies. I then spoke with faculty members from several U.S. institutions who have been involved in international EFL teacher professional development programs, and it was from these faculty members that I was able to obtain information on two unpublished long-term impact studies of international teacher training programs. These studies are presented in the literature review below.

Introduction

Teacher professional development is continuous in K-12 and post-secondary education. As programs change or new initiatives are implemented and new faculty members are hired, institutions offer professional development experiences as a way to improve teacher performance and student learning. Researchers in teacher development stress the need for a rigorous study of the impact of these teacher training experiences (Desimone, 2009; Fishman, Marx, Best, & Tal, 2003). Linking professional development training to both teacher and student outcomes can help

ensure that program content matches the needs of participants and can help program planners identify the types of learning experiences that have the biggest impact on participating teachers and their students. Such data can then be used to improve professional development offerings. Evaluating the effectiveness of training programs is also critical to justify the time and resources spent on training (Phillips & Stone, 2002).

Trainers and instructional designers seeking to evaluate the quality and impact of training programs may use a variety of instruments to assess participant satisfaction, gains in knowledge or skills, changes in attitudes, or even the results of implementing training concepts. Determining what data to gather and how to digest and use them effectively can be problematic, but creating a plan for program evaluation can connect various assessment measures and unify the program evaluation process. This helps program evaluators create a “chain of evidence” (Kirkpatrick & Kirkpatrick, 2007) or “chain of impact” (Phillips & Stone, 2002) linking program content to results in the classroom (Fishman et al., 2003). The literature on the evaluation of training contains several frameworks or models that educators can use to develop plans for the evaluation of teacher training programs. Because these frameworks provided a basis for the design of the current study, they are reviewed in detail below beginning with a general model for evaluating training programs and then looking more specifically at the evaluation of teacher education and professional development programs.

Frameworks for the Evaluation of Training Programs

The Kirkpatrick Training Evaluation Framework

Donald Kirkpatrick, past president of the American Society for Training and Development and professor at the University of Wisconsin, created a framework for training evaluation in the 1950’s (Kirkpatrick, 1979), which has been published and used for many years

by researchers in business and human resources to organize training evaluation measures.

Kirkpatrick's model is perhaps the most well-known and influential framework for evaluating training in business and for-profit institutions (Phillips & Stone, 2002) and remains widely used and highly regarded in business and industry (Holton, 1996). There are also limited examples of its use in higher education contexts to unify various assessment measures into a more complete program evaluation framework (Guskey, 2000; Praslova, 2010).

The Kirkpatrick framework outlines four levels for evaluating training. The first two levels measure participant satisfaction and learning outcomes (short-term training effectiveness). The second two levels measure the longer-term effects of training by examining changes in participant behavior and the tangible results of those changes. All four levels are described below.

Level 1: Participant satisfaction. Evaluation of training at level 1 involves gauging participant reaction and satisfaction immediately following a training program. This is the easiest level of evaluation to measure and the one most often conducted (Kirkpatrick & Kirkpatrick, 2006). Measuring participant satisfaction, usually with an end-of-program survey, is important to ensure participant expectations for training are met and that participants are satisfied with their training experience. When learners have a positive training experience, they are more likely to be motivated to participate fully in the training (Kirkpatrick & Kirkpatrick, 2006). However, this level of assessment on its own is not sufficient to document the quality of the program or justify the allocation of time and resources to the training (Fishman et al., 2003).

Level 2: Learning outcomes. The second level in Kirkpatrick's framework involves assessing participant *learning outcomes*. Good program design always includes stated learning outcomes that are clearly linked to overall program goals. Participants' progress towards meeting

these outcomes should be assessed by measuring changes in knowledge, attitudes, or skills developed through the training program. This level of evaluation is critical because it provides evidence that the program included the right kinds of significant learning experiences (Fink, 2007) leading to participants' growth as a result of the training. This level of assessment is becoming increasingly more important to external stakeholders in education. Funding organizations often request evidence of participant learning as a requirement of a grant or sponsorship for a training program.

Evaluation at levels 1 and 2 measures the short-term impact of a training program. On its own, this information paints an incomplete picture of the effectiveness of training because it does not address what participants *do* with the knowledge and skills they gain during their training. In Kirkpatrick's model, evaluation at levels 3 and 4 allows researchers to assess the longer-term effects of training as participants begin to apply what they have learned (Kirkpatrick & Kirkpatrick, 2006).

Level 3: Changes in behavior. It is not enough to provide evidence of participant satisfaction and learning. The transfer of new knowledge and skills from the training to the work environment is the ultimate desired outcome. This transfer is an indicator of the effectiveness of the training program (Baldwin & Ford, 1988; Kirkpatrick & Kirkpatrick, 2006) and should be measured whenever possible to collect evidence of the long-term impact of the training. The third level of evaluation in Kirkpatrick's framework involves providing evidence of changes in *behavior* as participants implement what they have learned from their training program. For teacher training programs, this means showing that teachers implement the knowledge and skills they learned during a training workshop into their classrooms.

Guskey (2000) suggests that while it is generally not practical to obtain a direct measure of implementation (such as through class observations), even indirect measures such as a follow-up survey to program participants, reflective journal entries, or interviews with the teacher, a supervisor, or students can provide valuable information about the lasting impact of the training program. Trainers can also ask program participants to create an action plan to implement the training they receive and then report back on their progress at a later date (Parry, 1997). All of these data collection points offer evidence of changes in teachers' behaviors as they use their newfound skills.

Level 4: Results. The fourth level of evaluation in Kirkpatrick's framework includes gathering evidence for the long-term *results* of changes in teacher behavior. After completing in-service training, teachers take the knowledge, attitudes, or skills they gained in the program (level 2) and implement them in their classrooms. These teacher behavior changes (level 3) influence student learning outcomes which may include heightened student attention and interest in learning experiences, higher (or lower) test scores, or greater appreciation for another culture (level 4). The training may also lead teachers to collaborate more with other teachers, to increase their involvement in change initiatives in their schools, or to seek out other professional development opportunities (all level 3 behaviors). Level 4 evaluation can document the impact of those changes. For example, as teachers reach out to others to share what they have learned, they become trainers themselves, thus initiating change in the broader learning community (a level 4 behavior). While it may be impractical or even impossible to observe these multiple program impacts directly, evidence of such activities can be gathered by using a long-term impact survey sent to program alumni and their immediate supervisors (Guskey, 2000).

Other levels. Phillips and Stone (2002) and others have more recently suggested the addition of a fifth level of evaluation to Kirkpatrick's model – return on investment (ROI). Training is undoubtedly expensive – including the direct costs of training and time away from work for the participants. In business and industry it is expected that the cost of training will be recouped through gains in revenue or cost savings directly related to achievement of the learning objectives of the training. Therefore, quantifying this ROI becomes important. However, measuring ROI is less appropriate for teacher development programs. In higher education, ROI is less often measured in dollar amounts, but rather in the perceived benefits of the training for the participants and for the broader society. Other researchers have suggested extending Kirkpatrick's model to include measuring the social value of a training program (Kaufman and Keller, 1994) or its contribution to human good (Hamblin, 1974), but to date, there is no evidence that these suggestions have been implemented in the education field.

Criticisms of Kirkpatrick's framework. The Kirkpatrick evaluation framework, while held up as an industry standard in the human resources field (Holton, 1996; Kaufman & Keller, 1994; Phillips & Stone, 2002), is not without its critics. Most outspoken is Elwood Holton (1996) who argues that Kirkpatrick's idea is best labeled as a taxonomy because it merely classifies levels of evaluation and has not been subjected to sufficient empirical study. Alliger and Janak (1989) point out that little research has been carried out in business and industry training to prove a causal relationship between the levels of Kirkpatrick's model (i.e., learner satisfaction leads to student learning, which leads to implementation, etc.). Furthermore, Holton argues that Kirkpatrick's construct fails to meet the standards for a model set forth by Klimoski, Dubin and others, namely that there are clear relationships between the elements of the construct that can be used to make predictions about other elements (Holton, 1996).

Kirkpatrick reacted to the criticism from Holton and others by noting that he did not intend for his evaluation levels to become an empirically tested model that shows causal relationships, but rather a guideline or framework for best practices in program evaluation (Kirkpatrick, 1996). He suggests that researchers use the levels to connect various assessment measures and unify the program evaluation process, which, in turn, can help program evaluators create a “chain of evidence” linking training to eventual outcomes (Kirkpatrick & Kirkpatrick, 2007).

Other Conceptual Frameworks for Teacher Training Evaluation

Guskey’s model. Other researchers in the field of education have built on Kirkpatrick’s ideas to create frameworks or models specific to the evaluation of teacher training programs. Closely related to Kirkpatrick’s framework is Guskey’s model (2000; 2002). Guskey points out that in the field of education, Kirkpatrick’s levels work well when there is an added focus on organizational support for implementing change. When teachers participate in professional development, they may enjoy the experience and learn something new (Kirkpatrick’s levels 1 and 2), but if there is not adequate support for change in their institution, they may never be able to implement their training effectively (Kirkpatrick’s level 3). Lack of results (level 4) in such a case is not necessarily reflective of the quality of training, but rather of the absence of resources or an organizational climate conducive to change. For this reason, Guskey adds an “organizational support” level between Kirkpatrick’s level 2 (student learning) and level 3 (implementation). Otherwise, Guskey’s model for evaluating teacher training essentially mirrors Kirkpatrick’s framework.

Desimone’s conceptual framework. Desimone (2009) offers another variation of the Kirkpatrick model in her conceptual framework for studying in-service teacher professional

development. This framework assumes that quality training leads to increased teacher knowledge and skills and consequently to changes in attitudes and beliefs (Kirkpatrick's level 2). According to Desimone (2009), this increase in teachers' knowledge and skills and the resulting changes in attitudes and beliefs then lead to changes in the way teachers instruct in the classroom (Kirkpatrick's level 3), which ideally result in improved student learning (Kirkpatrick's level 4). Desimone (2009) argues that using a core conceptual framework that measures outcomes at all of these levels can improve the quality of impact studies. Her four-step framework includes evaluating at four levels: (a) level 1: core features of the professional development training such as the quality of the content and the use of active learning experiences embedded in the training, (b) level 2: the increase in teacher knowledge and skills and any resulting changes in attitudes and beliefs, (c) level 3: the changes in instruction that happen in the classrooms of participating teachers after their training experience, and (d) level 4: any improvements in student learning. These steps build on Kirkpatrick's framework and are very similar with the exception of Desimone's level 1, which focuses on the quality of the training content rather than on the reaction and satisfaction of the participants.

Unlike Alliger and Janak's (1989) arguments about the lack of evidence in the human resources literature for links between Kirkpatrick's levels, Desimone (2009) points to numerous studies in the education literature that show links between each step on her framework. Desimone argues that using this framework as a guide to measure the effects of professional development on both teachers and students can provide valuable feedback about the quality of a training program and the value of offering it to teachers. In short, Desimone's framework is very similar to Kirkpatrick's model with descriptions at each level pertaining more specifically to

teacher professional development. Table 1 below illustrates the similarities and differences among these various frameworks.

Table 1 <i>Comparing Conceptual Frameworks for Evaluating Training Effectiveness</i>			
	Kirkpatrick (2007)	Guskey (2000; 2002)	Desimone (2009)
Level 1	Participant reactions to the training experience	Participant reactions to the training experience	Quality of content in the training program
Level 2	Participant learning outcomes	Participant learning outcomes	Increase in teacher knowledge and skills along with the any resulting changes in attitudes and beliefs
Level 3	Changes in behavior (application of new knowledge and skills)	Organizational support for change	Changes in instruction
Level 4	Results of changes in behavior	Changes in behavior (application of new knowledge and skills)	Improvements in student learning
Level 5	Return on investment (ROI) sometimes added here (Phillips & Stone, 2002)	Student learning outcomes	

Fishman’s model of teacher evaluation. Fishman et al. (2003) created a teacher evaluation model intended to improve teacher training quality. Their model begins with training based on state standards and specific program objectives and suggests documenting changes in (a) teacher classroom behaviors and (b) student learning outcomes to determine the quality of the professional development training. They reason: “professional development should fundamentally be about teacher learning: changes in the knowledge, beliefs, and attitudes of teachers that lead to the acquisition of new skills, new concepts, and new processes related to the work of teaching” (Fishman et al., 2003, p. 645). Evaluating the changes that happen in the

classroom as the result of training gives researchers insights into the effectiveness of professional development training programs.

Synthesis of the Literature on Training Evaluation

Applying Kirkpatrick's Framework to Teacher Training Programs

Many studies have been done to determine the effectiveness of K-12 teacher professional development training. For example, researchers have looked at the impact of training programs on teacher knowledge (Goldschmidt & Phelps, 2010), teacher instructional practices (Desimone, Porter, Garet, Yoon, & Birman, 2002), and student learning outcomes (Bando & Li, 2014; Jacob, & Lefgren, 2004). Using a framework to create an evaluation plan can help researchers connect various assessment measures, unify the program evaluation process, and ensure that both short and long-term impact is measured. The simplicity of Kirkpatrick's evaluation framework makes it easy to adapt for use with international teacher training programs and can provide scaffolding for organizing overall program assessment. Following are Kirkpatrick's four levels of training evaluation applied to the teacher development workshops for international English teachers:

1. Level 1: measuring teacher satisfaction with the in-service training experience,
2. Level 2: documenting teacher progress towards learning outcomes by tracking changes in knowledge, attitudes, and skills in language teaching,
3. Level 3: tracking the application of course principles and ideas both in and out of the classroom once teachers finish the training, including any obstacles teachers face when applying their training,
4. Level 4: documenting tangible results such as improved student learning outcomes and teachers sharing what they have learned with their colleagues and the broader teaching community.

The Summer Workshop for English Teachers has included program assessment at levels 1 and 2 since the first year. Host institutions in the U.S. have gathered data on participant satisfaction and to a more limited extent on changes in participants' knowledge, attitudes, and skills in language teaching. These findings have been reported annually to program sponsors by each institution and have been used to make continual refinements to program content. The current study will take this program evaluation a step further by addressing levels 3 and 4 – changes in teacher behaviors and the results of those changes.

Both Guskey (2000; 2002) and Desimone (2009) address valid points in their application of Kirkpatrick's framework to evaluating teacher training programs. Nevertheless, Kirkpatrick's model is the best fit for the evaluation of the Summer Workshop for English Teachers. While Guskey's (2002) view that organizational support for change is necessary in order for teachers to apply what they learn in their training program is an important consideration, it is beyond the scope of the current study to thoroughly evaluate the degree of institutional support that English teachers in Mexico have in applying their training from the Summer Workshop. However, since the lack of support for making curricular and pedagogical changes in the classroom can be a significant barrier for teachers, I explored the reality of institutional support that the Mexican teachers have in their various teaching contexts by asking participants in this study to comment briefly on the obstacles they faced in implementing program training. Later, a more in-depth follow-up study can provide more detailed data on institutional support.

Desimone (2009) argues that improvements in student learning should be the end focus of program evaluation since the primary purpose for teacher training should be to improve student learning outcomes (Desimone, 2009; Guskey, 2002). However, the Summer Workshop for English Teachers is designed not only to improve classroom teaching and student learning

outcomes, but also to develop teacher leaders – teachers who can recognize curricular or program design problems and work together with colleagues to find solutions, teachers who are able to lead collaborative groups to undertake action research, service learning, or other school wide-projects, and teachers who are confident and capable of leading in-service training workshops of their own or sharing ideas at professional conferences. These program objectives cannot be measured simply by examining student learning outcomes. For these reasons, Desimone’s level 4 (measuring improvements in student learning) is inadequate for this study. Kirkpatrick’s framework allows for more flexibility in measuring level 4 by simply calling it “results of changes in behavior.” In this study, these results might include both student-centered learning outcomes and teacher-centered leadership behaviors.

Measuring Levels 3 and 4: The Transfer of Knowledge, Attitudes, and Skills

Because this study will look at how new knowledge, attitudes, skills from the teacher training program training are implemented in the teachers’ home contexts, it is important to look briefly at the literature on evaluating learning outcomes. Dr. Benjamin Bloom from the University of Chicago introduced the idea that learning outcomes can be categorized into changes in *knowledge*, *attitudes*, and *skills* in his taxonomy of educational objectives (Krathwohl, 2010). Bloom’s taxonomy evolved from the need to provide a common terminology for educational objectives in order to facilitate the exchange of test items among faculty from different universities for end-of-course exams. Bloom and his team of educators and measurement specialists hoped their taxonomy of learning would provide educators with a common language for conceptualizing learning goals, setting course objectives, and determining whether specific courses or programs met national, state, or local standards (Krathwohl, 2010). In Bloom’s taxonomy, learning outcomes are categorized as changes in the (a) cognitive domain

– knowledge, (b) the affective domain – attitudes, or (c) the psychomotor domain – skills, of learners (The Center for Teaching and Learning, 2014). This idea of measuring changes in knowledge, attitudes, and skills is also included in Kirkpatrick’s training evaluation model (Kirkpatrick & Kirkpatrick, 2006) and has been used by researchers who study the impact of teacher development programs (Richardson, 1996).

Measuring long-term gains in knowledge and skills. In teacher professional development, course goals go beyond the development of new knowledge. Teacher training programs are also focused on improving teaching skills. The ultimate goal of the training is for teachers to perform better in the classroom, so course goals, objectives, and learning outcomes typically focus on the development of both knowledge and teaching skills with the hope that the changes in teacher behaviors that result will lead to increases in student learning outcomes (Richardson, 1996). Changes in teacher behaviors can be measured by direct classroom observation, follow-on surveys with training participants who report which skills they have implemented in their classes (Fishman et al., 2003), and interviews with program alumni (Guskey, 2000) or their supervisors.

Measuring long-term gains in attitudes. Teacher training programs also focus on changing the attitudes of participants (Guskey, 2000). Discussions about the teaching-learning process or a new teaching technique should have some impact on the ideas and beliefs that participants have about language learning, their role as a teacher, or their confidence to help their students increase their language proficiency (Horwitz, 1985; 2013). In programs for language teachers, cultural sensitivity is also an important component. Good programs train teachers in how to present the culture of the language they teach within the context of language lessons

(Brown, 2007) and how to motivate students to appreciate and respect the culture of the target language.

While changing teachers' attitudes about a specific topic or teaching method is a frequent goal for professional development programs, researchers point out that lasting changes in attitudes rarely happen during the training process, but rather after successful implementation of classroom practice (Guskey, 2000). Teachers may learn a new instructional approach in a training seminar, for example, and then try it out in their classroom. Once they see evidence of positive outcomes, then the lasting change in attitude occurs (Guskey, 1986). This change in attitude may not show up on a post-program survey given immediately after training, but would show up on a follow-up questionnaire sometime later. For this reason, if gathering evidence of changes in attitude is a primary assessment goal, it should be included not only in post-program surveys, but also in follow-on surveys or assessment tools that are not administered immediately following the training.

Assessment provides evidence, not proof. In using assessment data, especially at levels 3 (implementation) and 4 (results), it is important to realize that the results provide evidence that the training program influenced participants to make changes in behavior, but are not proof of a causal link (i.e., this training program directly caused the observed changes in the classroom behavior of the teacher or the recorded gains in student achievement, etc.). There are always other factors that may encourage or impede implementation and results (e.g., supportive, collaborative colleagues vs. an unsupportive administration). Therefore, evaluation results reported to external stakeholders should avoid claims that the training program alone caused specific behaviors and results (Guskey, 2002). Nevertheless, Kirkpatrick's framework allows researchers to assemble a "chain of evidence" that links program training, implementation of

new knowledge and skills, and the impact of those changes on students and teachers (Kirkpatrick & Kirkpatrick, 2007).

Previous Studies of International Teacher Training Programs

The International Teacher Study

A recent study surveyed 145 international English teachers who had participated in a short-term teacher development program similar to the Summer Workshop for English Teachers (Keogh & Bergman-Lanier, 2014). Participating teachers from eight countries indicated that since attending the training program 92% had changed their approach to language teaching, 81.8% were using the program training materials in their classroom, and 81.1% had implemented a project or activity that they learned about during their program training. The teachers also indicated that they felt more confident in using technology in new ways to teach (78.4%) and felt better able to explain language and culture to their students (94.45%). All of these teacher behaviors provided evidence that the teachers were applying what they learned in their training program. The study also examined teacher leadership behaviors since developing leadership skills outside of the classroom was one of the primary program objectives. Many of the teachers reported using ideas from the training they received to improve collaboration with colleagues (84.8%), make changes in their school's English curriculum (64%), and even make changes to their school's policies or programs for English language teaching (54.03%). The overwhelming majority of the teachers shared what they learned in their training program with other teachers upon their return home: 90.35% had shared program training in informal conversations with colleagues, 40.35% had led an in-service workshop at their school, and 31.58% had led a workshop at another school (Keogh & Bergman-Lanier, 2014).

The findings of this study demonstrate many positive facets of the long-term impact of professional development for international English teachers. Moving beyond simple measures of participant satisfaction and learning, the study focused on the implementation and results of the training. The information gathered is valuable to program planners and financial sponsors.

The Summer Workshop Studies

In 2009, faculty members from the two of the Summer Workshop's U.S. host institutions and one COMEXUS staff member in Mexico undertook a study to determine the impact of the Summer Workshop for English Teachers (Hug, Bergman-Lanier, & Rowe, 2009). They surveyed 101 Mexican English-language teachers who had participated in the four-week Summer Workshop for English Teachers at one of the four U.S. host universities in 2006, 2007, or 2008. They asked participants to reflect on the impact of their teacher development experience during the workshop. Almost all of the Mexican teachers (99%) indicated that they had used some of what they learned from the training in their home teaching context and most felt that their English teaching skills had improved (87%) as a direct result of the training. The Mexican teachers also indicated that they had shared the new ideas from their training with others: 86% had shared what they learned informally with colleagues, 37% had given a formal presentation to colleagues at their school, and 13% had given a presentation to other teachers in their city or state. Furthermore, a majority (73%) reported feeling more like a professional English teacher as a result of their training, and many of them had shown an interest in further professional development by participating in a MEXTESOL conference (25%) or applying for another COMEXUS-funded teacher development program (8%).

In a more recent similar study of the Summer Workshop, Keogh, Bergman-Lanier, and Rauth (2014) surveyed 200 Mexican teachers who had participated in the four-week Summer

Workshop at another one of the four U.S. host universities. The teachers surveyed reported that the Summer Workshop training helped them create a more student-centered classroom environment with activities that helped their students use higher order thinking skills. Teachers felt more confident about their English proficiency. Some indicated gains in student test scores. Others said that program training resulted in increased job responsibilities or promotions to positions where they could affect the quality of English teaching through curriculum development or training other teachers.

The positive results of these two studies were encouraging for the host institutions and program sponsors of the Summer Workshop for English Teachers. They indicate that at least some transfer of program learning occurred in the classrooms of the participating teachers and that some of the Mexican teachers exhibited teacher leadership skills after attending the summer program. This survey research represents an important beginning point in assessing the long-term impact of the Summer Workshop for English Teachers.

A Quantitative Study of Training Transfer in Mexico

Bando and Li (2014) studied the impact of an in-service English teacher training program in the states of Puebla and Tlaxcala, Mexico. In their study, 77 secondary school English teachers received 80 hours of intensive English instruction to improve their own English proficiency and 20 hours of pedagogy training; 67 teachers in a control group did not receive the training. The study revealed several interesting effects of the professional development training on the teachers and their students.

First, pre- and post-training proficiency tests showed teacher gains in English proficiency for the group of teachers who participated in the training. However, the comparative gains experienced by the teachers who received English training were lost by the end of the school

year because teachers in the control group continued to improve their English skills on their own without formal training. Additionally, the students with teachers who had participated in the in-service training program scored higher on an English proficiency measure at the end of the school year than their peers whose teacher did not participate in the in-service program. However, the difference was not statistically significant (Bando & Li, 2014).

Finally, classroom observations and teacher and student questionnaires revealed differences in the classroom behavior of teachers who had participated in the training program. Participating teachers spoke English in class more often than teachers in the control group. They also used fewer in-class independent reading and writing assignments, favoring more listening and speaking activities that engaged students in real communication. Nevertheless, there were no observable differences in student attention in class, students' reported enjoyment of English classes, or their perception of the importance of English compared to the control group (Bando & Li, 2014).

Laying the Groundwork

These studies have laid the groundwork for impact studies of EFL teacher training programs. They have moved evaluation of EFL teacher development programs past Kirkpatrick's level 1 (participant satisfaction) and level 2 (learning outcomes) towards gathering long-term evidence of the application of training (level 3) and the results of the training as seen both in and out of the classroom (level 4).

Significance of the Current Study to Literature and Practice

Gaps in the Literature: The Need for Long-term Impact Studies

A review of the literature on the evaluation of international teacher training programs reveals a dearth of studies that are focused on the long-term results of such training. Most of the

existing teacher training studies concentrate on gathering student learning outcomes data in K-12 classrooms where new teachers are implementing what they learned in their teacher preparation programs (Borko, 2004) or on measuring the knowledge gains of participants. There are few published studies on the long-term impact of training programs for international teachers of English. As both Guskey (2002) and Desimone (2009) point out, such studies are necessary to provide a fuller picture of how teacher development affects classrooms and teachers.

The long-term impact of the Summer Workshop for English Teachers has never been comprehensively reviewed. The two existing studies only examined a small number of teachers who participated in the Summer Workshop in limited years at two institutions (Hug, Bergman-Lanier, & Rowe, 2009; Keogh, Bergman-Lanier, & Rauth, 2014). While these studies revealed some data about how the participants applied their program training once they returned to Mexico, the studies did not examine obstacles that the teachers may have faced or differences in how teachers from differing educational backgrounds or with differing teaching experience applied what they learned. They also did not look at how teaching context (rural vs. urban schools) or student demographics (specifically indigenous students vs. non-indigenous students) may affect the application of the Summer Workshop training. A lack of these data describing the impact of English teacher training can dramatically affect the funding of projects such as the Summer Workshop for English Teachers. In fact, according to Bando and Li (2014), in the absence of hard data, the Mexican Ministry of Education declared in 2003 that the major investment by the Mexican government for English teacher training to date had not paid off. They reported that the money spent had yielded few results (Bando & Li, 2014). It is easy for funding organizations to overlook the positive results of training when the long-term impact has

not been quantified or documented. This study will provide such documentation for the Summer Workshop.

Given the substantial investment of time and resources by program sponsors, host institutions in the U.S., and the participating Mexican English teachers over the last 13 years, investigating the long-term impact of the Summer Workshop for English Teachers on the Mexican teachers, their schools, and the broader educational community in Mexico is critical. The results can help shape the continued development and improvement of the program by participating institutions and can be used by sponsors to support decisions about program funding, which may in turn have far-reaching effects on English-language teaching capacity in Mexico.

Chapter Three: Methodology

Overview

The purposes of this study were to (a) identify and quantify what behaviors Mexican English-language teachers who have participated in the Summer Workshop for English Teachers have engaged in that demonstrate the application of the program training in their home teaching contexts, (b) explore what challenges they may have encountered in doing so, and (c) describe the impact that implementing program training has had on participating teachers, their students, or the wider English-teaching community. The research questions are outlined in chapter one. This chapter presents my rationale for choosing a sequential explanatory mixed methods research design for this study. Following that is a description of the participants, the instruments developed for the study, and the procedures used to conduct the research and analyze the data.

Selection of the Research Design

This research project used a sequential explanatory mixed methods design. Mixed methods studies combine both quantitative and qualitative research methods. This allows the researcher to capitalize on the strengths of each method to strengthen the credibility of the study and bring together a more complete and comprehensive explanation of the research questions (Bryman, 2006). According to Creswell (2012), in the sequential explanatory design, the researcher collects and analyzes quantitative data and follows up with a more in-depth look at some aspect of the data through qualitative data collection (Creswell, 2012). Thus, the qualitative findings are used to refine, explain, or elaborate on the quantitative results.

For this study, a survey was first administered to gather statistical data on how Mexican teachers have implemented the knowledge and skills they learned in the Summer Workshop for

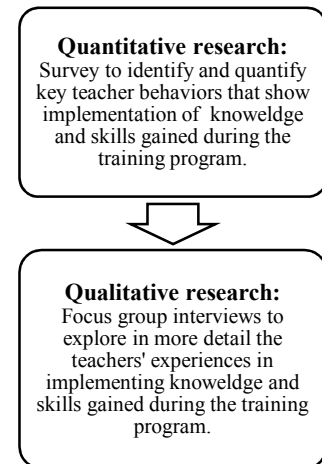
English Teachers and what impact that has had on their students, themselves, and their fellow teachers. The second, qualitative part of the study, including data from focus group interviews, supports and expands the quantitative results by further exploring the experience of Mexican teachers as they implemented program training and how the teachers and their students have been affected by the changes made in the classroom. Figure 1 illustrates the research design.

Rationale for the Data Collection Methods

The purpose of this study was to explore the impact of the Summer Workshop training at Kirkpatrick’s level 3 (changes in teacher behavior as a result of the training) and level 4 (the tangible results of those changes). It is important to note that neither the survey nor the focus group interviews are *direct* measures of the implementation of the new knowledge and skills learned in the program. They rely on self-reported impressions of the participating Mexican teachers rather than direct observation of teacher behavior. I chose these data collection methods over more direct methods such as class observations or analyzing student proficiency gains because they are practical, feasible, and allow the teachers themselves to give a voice to their experience, including the opportunities and challenges they faced in implementing the knowledge and skills they learned in the Summer Workshop for English Teachers. The limitations of using direct observation or measures of student learning gains to answer the research questions for this particular study are outlined below.

The limitations of direct observation. Some researchers recommend observation of teachers in the classroom as a method of determining whether teacher training principles are

Figure 1. The explanatory sequential, mixed methods design for this study.



being applied in the classroom (Guskey, 2000). To some extent, classroom observation allows for direct, unbiased observation of how teachers apply what they have been trained to do in their own teaching context. However, classroom observations are not the best choice for this particular study for several reasons. First, direct observation of a teacher in the classroom limits the data collection to what happens in the classroom at the time of the observation. It does not reveal the planning and thought the teacher put into creating objectives for the course or unit. It may not highlight projects that the teacher has used or assessments that the teacher has developed. It also does not reveal the collaboration that the classroom teacher may have had with colleagues or the teacher leadership roles the teacher may be playing outside the classroom. All of these behaviors are encouraged in the Summer Workshop for English Teachers, but may not be directly observable, even in a series of classroom visits. Classroom observation also fails to show the differences in a teacher's methods and techniques before and after the training. All of these things can be reported by teachers themselves in a survey or interview. This type of data collection, though less direct, also allows teachers the opportunity to document the obstacles they faced in implementing new knowledge and skills. Furthermore, some circumstances such as local teaching contexts or lack of support by administrators may impact participants' ability to implement desired changes in their teaching. A well-designed survey or interview can explore these potential obstacles and give voice to the perceptions of the teachers about their training as they have tried to apply it in the classroom. Finally, there is the issue of practicality. The participating teachers in the Summer Workshop were from many parts of Mexico, making direct observation impractical and unrealistic for this study.

The difficulty of measuring student learning. Because the primary focus of the Summer Workshop for English Teachers was on improving teaching skills, which would

potentially result in improved student learning, ways of documenting that might be to look at changes in student attitudes about learning English or to quantify the learning gains of students in the English classrooms of the program participants as Bando and Li (2014) did in their study of the impact of the IAPE training program in Mexico. However, there are several roadblocks to gathering direct evidence such as student proficiency gains. First, for this study, directly measuring student learning gains that occur after a teacher has received training is impractical given the need for pre- and post-training program proficiency scores or a control group to compare scores, neither of which would likely be available. There are also a variety of other factors such as class size, student behavior in class, time and resource limitations, or individual student characteristics such as interest and time spent studying that may influence student proficiency gains and thereby affect the study results. Moreover, the teachers who have participated in the Summer Workshop for English Teachers are from many different parts of Mexico, making this type of data collection time consuming and impractical.

For these reasons, I chose to collect data through a quantitative survey followed by focus group interviews. This allowed the Mexican teachers to self-report their perceptions of how they have used what they have learned in the Summer Workshop and to describe what results they have seen both in and out of the classroom. It also allowed me the opportunity through the interview process, to explore obstacles they faced in implementing their program training. Moreover, this data collection method has been used in other teacher professional development impact studies such as a study by Garet et al. (2001), who examined the relationship between math and science teachers' self-reported gains in knowledge and skills in areas such as teaching methods, use of technology, and student assessment with the teachers' reported changes in classroom practices after participating in a professional development program.

Mixing the Data

In accordance with the sequential explanatory mixed methods design (Creswell, 2012), the quantitative and qualitative data collected were mixed primarily during the data analysis and interpretation phase when the qualitative interview data were used to support and explain the survey data. However, results of the survey also helped inform some of the interview questions (Clark & Creswell, 2011), allowing me to ask follow-up questions to explore some survey findings in more detail.

Role of the Researcher

It should be noted that I am not only a researcher, but also a teacher, and I have worked closely with Mexican English-language teachers in the Summer Workshop at one of the U.S. host institutions since 2003. This involvement with the program has fueled my desire to investigate the long-term results of the Summer Workshop training and to discover how participating Mexican teachers apply what they learn. While being close to the project obviously motivates my desire to undertake this research, I am very aware of the possibility of bias in interpreting the results. However, being aware of the potential for bias has helped me stay focused on what the data say and I have been careful not to interpret the data in any preconceived ways.

Variables in the Study

The dependent variables in this study were the teacher behaviors which showed the implementation of program training and the subsequent results which teachers reported on the survey. These behaviors and results were grouped into three constructs: (a) classroom teaching behaviors, (b) teacher leadership behaviors, and (c) improvements in language proficiency and student motivation.

The independent variables include (a) teaching context (rural vs. urban schools; indigenous vs. non-indigenous students), (b) level of higher education prior to participation in the Summer Workshop, (c) type of teacher training prior to participation in the Summer Workshop (those with training specific to language teaching vs. those with training not specific to language training vs. those with no prior teacher training), and (d) level of English-language teaching experience prior to participation in the Summer Workshop. Quantitative data gathered from the survey helped determine if there were any differences in the implementation of program training and results across the independent variables mentioned. Table 2 below shows the variables for the study.

Table 2 <i>Variables Used for Analysis</i>	
Independent Variables	Dependent Variables
<ul style="list-style-type: none"> • teaching context • formal education • previous teacher training • teaching experience 	<ul style="list-style-type: none"> • classroom teaching behaviors • teacher leadership behaviors • improvements in language proficiency and student motivation

Phase 1: Quantitative Survey

Survey Development

A cross-sectional, quantitative survey (Creswell, 2012) was used in Phase 1 of this project (see Appendix C for the complete survey). It helped to (a) identify and quantify what behaviors Mexican English-language teachers who have participated in the Summer Workshop have engaged in that demonstrate the application of the program training in their home teaching contexts, (b) explore what challenges they may have encountered in doing so, and (c) describe impact of that implementing program training has had on participating teachers, their students, or the wider English-teaching. The survey also helped determine how teaching context, the level of

a teacher's prior education and training, and the amount of prior teaching experience affected the implementation and results of the training. Open-ended survey questions provided an opportunity for teachers to comment in detail about their experiences.

Addressing the research questions. The survey was carefully constructed to address each research question. Items 11-19 focused on the first research question: *What behaviors do Mexican English-language teachers who have participated in the Summer Workshop for English Teachers engage in that demonstrate application of the program training?* The survey asked respondents about several teacher behaviors that demonstrate application of program training. These behaviors were drawn from the program objectives, which were set by SEP and COMEXUS and incorporated into the Summer Workshop curriculum by the U.S. host institutions. The teacher behaviors included (a) self-reported classroom use of strategies and techniques taught in the four-week training course, (b) improved ability to integrate technology into student learning experiences, (c) improved teacher leadership skills – as measured by activities such as increased collaboration with other teachers or participation in additional professional development, and (d) sharing of strategies and techniques from the U.S. based course with other teachers and professionals. Table 3 below shows the program objectives and the survey items that addressed the application and results related to each objective. A complete survey is included in Appendix C.

Table 3 <i>Training Objectives Linked to Survey Items</i>	
Summer Workshop Program Objectives	Survey Items
self-reported classroom use of strategies and techniques taught in the four-week training course	11, 12, 17, 18, 19
improved ability to integrate technology into student learning experiences	11, 12, 18, 19
improved teacher leadership skills – as measured by activities such as increased collaboration with other teachers or participation in additional professional development	13, 14, 15, 17, 18, 19
sharing of strategies and techniques from the U.S. based course with other teachers and professionals	14, 15, 16, 17, 18, 19

Research question one included three sub-questions to explore how teaching context, the level of a teacher’s prior education and training, and the amount of prior teaching experience may have influenced the application of the Summer Workshop training. The survey included demographic questions (items 1-2, and 6-10) that I used to group teachers’ responses to address these research questions:

1. *Do Mexican English-language teachers who work with students in diverse teaching contexts (e.g., indigenous vs. non-indigenous students; rural vs. urban schools) differ in their application of the U.S. university program training? If so, how?*
2. *Do Mexican teachers with differing levels of education and training prior to their participation in the Summer Workshop (e.g., those with teacher training specific to language teaching vs. those with teacher training not specific to language training vs. those with no prior teacher training) differ in their application of the program training upon return to their home school communities? If so, how?*

3. *Do Mexican teachers with differing levels of English-language teaching experience prior to their participation in the Summer Workshop differ in their application of the U.S. based program training? If so, how?*

Survey items. Most survey items asked participants to use a four-point Likert scale (*strongly disagree, disagree, agree, strongly agree*) to indicate their agreement with statements such as: *“I have implemented a project or activity that I learned about during the teacher training program (service learning, project-based learning, literacy project, culture surveys, etc.)”* or *“I am better able to explain language and U.S. culture to my students because of my participation in this program.”* The choice of this four-point scale was carefully considered. Berk (2006) points to more than a dozen studies which show that increasing the number of scale points increases scale score reliability, but that those increases level off after five points. On the other hand, bipolar scales such as *strongly disagree to strongly agree*, which include a middle “neutral” option in effect allow respondents to indicate “no opinion” and therefore information is lost. Berk (2006) recommends that the midpoint position be omitted for such scales and other researchers concur (Busch, 1993). For this reason, I chose a four-point scale for this survey. There were also a few open-ended questions that allowed participants to elaborate on their experiences, for example: *“Comment on how the Summer Workshop training has had an impact on your classroom teaching, including examples of changes you have made or English-language teaching strategies that you are now applying in your planning and teaching as a result of the Summer Workshop training program.”*

Field testing. Creswell (2012) recommends a field test, or expert review, of survey questions to determine the credibility of a survey and the appropriateness of a survey item in addressing research questions. For this project, I asked a former COMEXUS team member who

worked closely with the Summer Workshop for English Teachers for many years to review the survey. She made several helpful suggestions including adding a data point to the study to explore differences among teachers with differing levels of formal training prior to their Summer Workshop experience. Two colleagues familiar with the Summer Workshop and the long-term impact study that I had previously conducted with Summer Workshop participants (Keogh, Bergman-Lanier, & Rauth, 2014) also reviewed the survey and made suggestions. As a result of this input, I made edits to the survey to strengthen the validity of the instrument by ensuring that the survey elicited responses that provided data addressing the various research questions.

Pilot testing. I pilot tested the survey with 25 international English teachers who participated in a program similar to the Summer Workshop for English Teachers. Based on the responses and feedback from the pilot test, I made some minor revisions to the survey to clarify wording and make the questions about implementation more fully mirror the overall program objectives. After a pilot test, Berk (2006) recommends conducting an item analysis using descriptive statistics, including item means and standard deviations, to ensure that there is a wide spread of responses around the mean score for each item. Too little variability may indicate that an item needs to be reworded. I conducted an item analysis on the survey items after the pilot test and while the responses on most survey items were negatively skewed, indicating a larger percentage of high ratings, there was still variability in the responses. The responses to the open-ended questions on the pilot test also revealed a few items that could be reworded to make the prompt more clear to the participants.

Population

From 2002 to 2013, approximately 1,000 Mexican teachers attended the Summer Workshop for English Teachers at four U.S. host universities (M. Hug, personal communication,

September 2014). The teachers were all native Spanish speakers and residents of Mexico who were teaching English in public secondary schools or colleges at the time of their selection for the program. They had differing degrees of teaching experience and formal training. They came from diverse parts of Mexico, in both rural and urban teaching contexts.

Survey Sample

One of the four U.S. host institutions had maintained an email contact list for past participants in their summer training program and the other three institutions had a partial list. During the first phase of this project, all of the Mexican teachers for whom there was contact information were invited to participate in the survey. Because the contact information in some cases was more than twelve years old, it is likely that many of the email addresses were outdated, making it impossible to reach some of the Mexican teachers, resulting in a lower response rate. In order to ensure that an adequate number of surveys were completed, I sent the survey to the entire target population for whom there was an email address.

Data Gathering

After receiving Institutional Review Board (IRB) approval, I implemented the quantitative or survey portion of this project in October 2014. I sent an email invitation describing the study along with a survey link (the survey was administered by Survey Monkey) to a contact at each of the four U.S. host institutions, who had agreed to participate in the project and had previously signed collaborating institution agreements for IRB (see Appendices B and C for the sample email invitation and complete survey). Each of the four institutions sent the email invitation to all past participants in their Summer Workshop for whom they had contact information. A total of 430 survey invitations were sent out by the host institutions. Creswell (2012) recommends following up with potential participants to increase response rate, so I sent

out a reminder email via the host institutions in November 2014. I felt that having the host institutions invite the teachers to participate in the project would yield a higher response rate than if I contacted the Mexican teachers themselves since the Mexican teachers had a personal connection to the faculty and institution where they spent their Summer Workshop time. In November 2014, COMEXUS also agreed to send out the survey invitation to its contact list of Summer Workshop participants. COMEXUS emailed the invitation to 428 past participants from the years 2004 to 2011. It should be noted that these invitations overlapped with the invitations sent by host institutions, resulting in a total of 430 unique individuals who were invited to participate in the research study. Survey response rate was 46.98%.

Data Analysis

I used descriptive statistics, including measures of central tendency and variability, to summarize responses to quantitative survey items. I treated survey items (11 and 14) that used the Likert scale – *strongly disagree* to *strongly agree* – as interval data (Creswell, 2002, p. 172) and therefore reported means and standard deviations. For other survey items, such as the demographic questions, I detailed frequency distributions. To determine if there were statistically significant differences in responses from different groups of teachers, I used the ANOVA test. Qualitative survey responses were categorized and grouped by theme. The data analysis is detailed further in chapter four.

Phase 2: Qualitative Interviews

The mixed methods, sequential explanatory design calls for the quantitative phase of the study to gather statistical data about the research questions, followed by the qualitative phase to explore the results in more detail (Creswell, 2012). In the second, qualitative phase of this project, I used focus group interviews to explore in more detail the Mexican teachers' post-

program experiences in implementing their new knowledge and skills and their opportunities and challenges along the way.

Interview Protocol Development

The focus group interview protocol explored the research questions in more depth and allowed the teachers to talk about the opportunities and challenges they faced in implementing program training. The questions were pilot tested with international English teachers and reviewed by a former COMEXUS team member who worked closely with the Summer Workshop for English Teachers for many years. I utilized their feedback and suggestions to strengthen and clarify the questions and to ensure that they would elicit responses that would help answer the research questions for this study. The interview protocol can be found in Appendix E.

Focus Group Sample

The survey asked respondents to indicate their willingness to participate in a follow-up focus group interview. From among those who were willing to participate, I selected 18 English teachers. I used maximal variation sampling to obtain multiple perspectives (Creswell, 2012) and address the research questions from the point of view of Mexican teachers in differing teaching contexts (rural vs. urban, indigenous vs. non-indigenous students), with differing training and education backgrounds, or with differing amounts of teaching experience prior to their participation in the Summer Workshop. I identified potential focus group participants from the surveys based on the demographic variables mentioned above and the probability of the participant providing “information rich” input (Patton, 1990 as cited in Creswell, 2012, p. 206).

Data Gathering and Analysis

I held the focus group interviews in Puebla, Mexico, in late October 2014 at the annual conference for English teachers, which many past Summer Workshop participants attended. I also made Skype interviews available for those not attending the conference. Participants were divided into four groups of 4-6 teachers as Creswell (2012) recommends and were interviewed by either myself or my colleague who had pilot tested the interview questions with me. Focus group interviews lasted 35-45 minutes each. I recorded and later transcribed the focus group interviews and coded the responses according to themes that emerged from the data. In chapter four, these responses are used to further describe and explain the statistical and qualitative data from the survey (Creswell, 2012).

Validity and Reliability in the Study

Creswell (2012) and others (Burke & Hutchins, 2008; Guskey, 2000) suggest several strategies for increasing the validity and reliability of the findings and ensuring their accuracy and credibility. One is using a variety of data sources to triangulate, or corroborate evidence from several sources. Multiple data sources should provide data that are specific indicators of behavioral change (Burke & Hutchins, 2008; Guskey, 2000). In this study, I used both quantitative and qualitative survey items and focus group interviews to gather data and explore the research questions.

I enlisted the help of a colleague outside of this project who was familiar with the Summer Workshop to check the study design and data analysis and give feedback about whether my findings and conclusions were grounded in the data and appropriately represented the views and experiences of the Mexican teachers as reported on the surveys and in the focus group

interviews. She participated in the focus group interviews and reviewed my coding of the qualitative data.

I tried to minimize response bias by maximizing the number of survey respondents. Berk (2006) points out that this is especially important for reducing the halo effect – or the extent to which the overall impression of a trainer affects a participant’s rating about the training received. A larger pool of participants minimized the impact of the halo effect.

Delimitations of the Study

Delimitations Related to the Quantitative Participants

I purposely included as many previous participants in the Summer Workshop for English Teachers as possible in the survey portion of this project. This allowed for maximum input from differing groups of teachers who attended the summer program from 2002 to 2013. It should be noted that Mexican teachers who have participated in the Summer Workshop for English Teachers after July 2013 were not included in the study. Because the study was designed to examine the *long-term* impact of the Summer Workshop on the Mexican teachers, it was important to allow some time to pass after the training for teachers to apply the course principles and ideas in their home teaching contexts (Kirkpatrick & Kirkpatrick, 2007). This delay allows adequate time for teachers to put into practice what they have learned over at least one school year and to begin to see the results of doing so. It also allowed time for the “excitement factor” of trying something new to wear off, so that what was being implemented one-year-post program (or longer) is a good representation of lasting change.

Delimitations Related to the Qualitative Participants

Even more informative than the survey numbers were the stories of the struggles and triumphs of individual teachers as they returned to their home classrooms and tried to implement

what they learned in the Summer Workshop. Given no time or cost constraints, interviews with many of the English teachers and their supervisors would paint a more complete picture of how the Summer Workshop training has been implemented, but as discussed above, the feasibility and practicality of collecting such data must be carefully considered (Kirkpatrick & Kirkpatrick, 2007; Phillips & Stone, 2002). Instead, I believe that the qualitative survey responses and focus group interviews provided sufficient information to address the research questions and help program sponsors and host institutions to make program and funding decisions. I limited the sample size of the focus groups and chose to interview teachers who represented a wide variety of backgrounds and teaching situations.

Generalizing the Findings

This research cannot be generalized to other professional development programs. It is very specific to the design and content of the Summer Workshop for English Teachers. However, there are many implications, cautions, and even encouragements that come out of this research that may apply in other similar contexts. They are discussed in detail in chapter five.

Summary

The purpose of this chapter was to provide a rationale for the methodology of this mixed methods study and detail the data collection methods and instruments used. It also identified and described the participants and the data analysis process. Chapter four contains a detailed presentation of the data collected.

Chapter Four: Presentation of Data

Introduction

The purposes of this study were to (a) identify and quantify what behaviors Mexican English-language teachers who have participated in the Summer Workshop for English Teachers have engaged in that demonstrate the application of the program training in their home teaching contexts, (b) explore what challenges they may have encountered in doing so, and (c) describe the impact that implementing program training has had on participating teachers, their students, or the wider English-teaching community. A quantitative survey was first conducted to provide statistical and qualitative data on how Mexican teachers have implemented the knowledge and skills they learned in the Summer Workshop for English Teachers and what effect the training has had on their students, themselves, and their fellow teachers. Data from focus group interviews with program participants supported and expanded the survey results by further exploring the experience of Mexican teachers as they implemented program training.

This chapter provides demographic information about survey respondents. Then it summarizes the data collection results and analysis, first from the survey, and then from the focus group interviews. Quotations from the surveys and focus groups are presented as the participants wrote or spoke them without correction of grammatical or spelling errors.

Survey Participant Demographics

Items 1-10 on the survey (see Appendix C for the complete survey) asked participants various demographic questions. Survey respondents included 203 Mexican English-language teachers who participated in the Summer Workshop for English Teachers from 2002 to 2013 at four U.S. host institutions. I excluded nine surveys from data analysis because they were completed by teachers who attended the program in 2014. One respondent did not indicate the

U.S. host institution he attended or the year in which he participated in the program. Therefore the total number of respondents displayed for this item is 193. The number of respondents from each institution is shown on the Table 4 below along with the year of their participation in the Summer Workshop training.

Training Year	Total Responses	University 1	University 2	University 3	University 4
2002	3	0	3	0	0
2003	2	1	1	0	0
2004	7	1	3	2	4
2005	4	3	0	1	0
2006	6	1	4	1	0
2007	19	9	7	2	1
2008	29	11	10	2	6
2009	29	0	15	6	8
2010	12	0	7	1	4
2011	18	0	14	3	1
2012	29	16	5	2	5
2013	35	12	12	6	5
Totals	193	53	81	26	34
% of Total		26.73%	42.08%	15.84%	15.35%

Teaching Context

To explore how implementation of the summer training may have been influenced by the participants' teaching context, prior education and training, or the amount of prior teaching experience, several demographic questions were included on the survey (items 6-10). The majority of the respondents (78.84%) teach in large cities of 50,000 or more residents. Fewer

participants teach in small towns (21.29%) of fewer than 50,000 residents. Table 5 below shows the breakdown of respondents by the population of the city where they teach.

Table 5 <i>Population of City Where Survey Participants Teach</i>		
City size	<i>n</i>	%
More than 2,000,000 people	32	20.65%
50,001 to 2,000,000 people	90	58.06%
50,000 or fewer people	33	21.29%
Totals	155	100.00%

Level of Prior Education

The level of participants' education completed before participating in the Summer Workshop varied, with the majority of teachers having completed at least a bachelor's (50.64%) or Master's degree (30.77%). Another 12.82% had completed normal superior, a pre-Bachelor's degree training program for teachers, while only 2.56% had completed no higher education after high school. Table 6 below summarizes the level of education of the respondents.

Table 6 <i>Highest Level of Education Completed Before the Summer Workshop</i>		
Highest Level of Education	<i>n</i>	%
High school	4	2.56%
Normal superior	20	12.82%
Bachelor's degree	79	50.64%
Master's degree	48	30.77%
Other	5	3.21%
Totals	156	100.00%

Teacher Training

Most (82.58%) of the survey participants had received training specific to English-language acquisition and teaching methods prior to their attendance at the Summer Workshop. Others had received training to teach other languages (3.23%) or at least general teacher training not related to teaching languages (9.03%). Very few respondents had received no teacher training at all (5.16%). Table 7 below shows the type of teacher training that respondents had before participating in the Summer Workshop.

Type of Formal Training Received	<i>N</i>	%
Training specific to English-language acquisition and teaching methods	128	82.58%
Training specific to teaching Spanish or languages other than English	5	3.23%
Teacher training not related to teaching languages	14	9.03%
No formal teacher training at all	8	5.16%
Totals	155	100.00%

Teaching Experience

Almost all of the survey participants (91.08%) reported having three more years of teaching experience prior to participating in the Summer Workshop, with 33.76% having more than ten years of teaching experience. Table 8 below shows the teaching experience of the survey respondents prior to their participation in the Summer Workshop.

Table 8 <i>Teaching Experience Before the Summer Workshop</i>		
Years of Teaching Experience	<i>n</i>	%
0-2 years	14	8.92%
3-5 years	40	25.48%
6-10 years	50	31.85%
More than 10 years	53	33.76%
Totals	157	100.00%

Survey Responses

Impact of the Summer Workshop on Classroom Teaching

Item 11 on the survey asked participants to rate the impact of the Summer Workshop on various aspects of their classroom teaching in Mexico. Respondents indicated, on a scale from 1 (*strongly disagree*) to 4 (*strongly agree*), their agreement with statements such as: “*This program changed my approach to language teaching*” or “*I am better able to explain language and U.S. culture to my students because of my participation in this program.*” Item 12 was open-ended, giving respondents an opportunity to comment on their ratings and provide examples of how they had implemented their program training. Table 9 below summarizes their mean responses. A description of each rating and the corresponding participant comments follow. It should be noted that the responses to item 11 about the perceived impact of the Summer Workshop on classroom teaching are broken down by demographic factors such as teaching context, prior education and training, or the amount of prior teaching experience on more detailed tables in Appendix F.

Table 9 <i>Perceived Impact on Classroom Teaching; Mean Responses; Scale 1 (Strongly Disagree) to 4 (Strongly Agree); N=148</i>			
Perceived Impact	Mean	SD	
Training program improved participant's English	3.70	0.46	
Training program changed participant's approach to language teaching	3.50	0.59	
Participant uses materials from the training program in his/her classroom	3.20	0.61	
Participant has implemented a project or activity from the training program	3.22	0.75	
Participant uses technology in new ways in the classroom as a result of the training program	3.08	0.81	
Participant is better able to explain U.S culture	3.65	0.56	
Students have shown improved motivation since teacher implemented program training	3.41	0.61	
Students have shown improved progress in learning English since teacher implemented program training	3.32	0.63	

Self-perceived improvement in English skills. All of the survey respondents indicated that they felt their English skills had improved as a result of their participation in the Summer Workshop (70.27% strongly agreed; 29.73% agree). While this was not a primary program objective, spending four weeks immersed in an English-speaking environment and studying and writing in English for many hours every day helped participants sharpen their English skills and feel more confident communicating in English. One teacher commented: "I think this course has helped me to grow professionally and to be more confident about my knowledge of [the] English language." Another wrote: "I have improved my knowledge in English and I have had the opportunity to travel again this year participating in a summer camp in Florida sharing the Mexican culture through folklore and handmade activities with American and Mexican children."

Changes in teaching approach. Respondents (95.24%) also indicated that they had made changes to their approach to language teaching as a result of their participation in the program. Their comments about what they had changed in their classrooms demonstrate a breadth influence from the program training including: changes in target language use in the classroom, better classroom management, teaching to various learning styles, and encouraging learner autonomy. Respondents' comments about the changes in teaching approach were analyzed and categorized by theme. The mostly commonly occurring themes are presented below.

Real language use. Some teachers reported focusing more on real, communicative language use and less on traditional grammar lessons: "I am teaching with less grammar explanations and more communicative activities," commented one teacher. Another wrote: "Less grammar lessons, more use is the way I approach teaching English." This focus on communication rather than discrete grammar points represents a departure from more traditional teaching methods often employed in the participants' classrooms.

English-only classroom. Other teachers indicated that the strategies they learned in the Summer Workshop helped them feel more confident in creating an English-only or at least an English-mostly classroom. Before the program training, they often used Spanish to teach grammar points and explain vocabulary. The summer program provided the training they needed to incorporate more English use through inductive teaching methods, thereby exposing their students to more English input. One participant noted:

I used to teach my classes in 'Spanglish' because I thought my students couldn't understand me at all. After the summer course I changed my teaching techniques and I started speaking in English all the time and that change made my students to do a bigger effort to understand.

Another teacher observed: “I changed the way I use the English...in the classroom since I became more aware of the need of students to understand English without translating into Spanish and the responsibility that teachers have...to lead and encourage them in their learning.” Many of the teachers made it clear that the strategies and techniques from the Summer Workshop were what had made it possible for them to use more English in their classrooms. One teacher wrote: “When I came back from [the Summer Workshop] I changed my strategies of teaching English, and started applying some of the ideas I have learnt at the course, like trying to give the class in English and just using Spanish as a resource.”

Better classroom management. Classroom management is another area that several respondents commented on. One reported that as a result of the Summer Workshop training: “I modified the way I manage the classroom; I do not control my students anymore; that is something that really changed in my way of teaching. I am much more relaxed and enjoy working together with my students.” Another respondent stated:

I have learned how to handle students’ behaviors and discipline within the class by... planning tasks, grouping students, and using a variety of teaching techniques that involve all the students, as well as applying techniques (like clapping) to get everyone’s attention when the class gets out of control.

Differentiating instruction. Respondents also noted the impact of program training on their ability to differentiate instruction for students at various proficiency levels or with different learning styles or preferences. One teacher explained: “I have managed to adapt certain contents, projects and products according to the students’ contexts, needs, likes or learning styles with the aid of differentiated learning by product.” Another wrote: “With the aid of differentiated learning by product, I designed different approaches to same product or project in order to get the best of each student learning style.” Yet another teacher commented that these new techniques had an impact on student learning in her classroom: “I have applied mainly the differentiated instruction

in class and it has had an impact on my students because they feel more comfortable working at their own pace and among other activities.”

Encouraging learner autonomy. The new methods and techniques presented in the workshop also helped teachers encourage student-centered and student-led learning in their classrooms. One teacher observed: “I encourage my students to take control of...their learning as much as it is possibly reasonable. A student-centered class seems now much more evident than a teacher centered one. I try to include activities from diverse pedagogical approaches.”

Progress in teaching specific language skills. The Summer Workshop presented techniques specific to teaching reading, writing, listening, speaking, and grammar skills. While Mexican English-language teachers already taught most of these skills (reading and writing less often than grammar and listening/speaking) prior to participating in the Summer Workshop, the program gave them new ideas and activities for doing so. One teacher explained how her grammar teaching changed after participating in the program: “Another important change is that I learned how to teach grammar inductively. Although I had already read about deductive and inductive teaching methods in college, it was in this training workshop that I learned how to put this into practice.” Another teacher was able to see progress in his students’ writing skills after implementing a writing technique using small, handheld whiteboards: “I implemented a writing project based on writing [on] white small boards. I start spelling words, then...words and short sentences until I dictate[d] short paragraphs. Students have improved their writing skills and spelling.”

Use of program materials. Survey respondents (92.47%) indicated that they had used or are using Summer Workshop materials in their classrooms including textbooks, handouts, or electronic materials provided by their host university: “I’ve used the books I was given a

thousand times and suggested readings from them to colleagues and ELT undergraduate students.” Moreover, they have used what they learned in the program to design their own materials when needed: “I’ve designed courses and materials for high school teachers...following the guidelines and formats used by my...instructors. I’ve recycled and adapted all information and materials from the training workshops, and brought them to all of my courses.” Another teacher wrote: “I learned that a textbook is just one...tool among a great diversity [of] options of materials to use in the classroom. I learned how to design other kinds of language materials by using technology and authentic materials.”

Projects or activities from training. Many teachers (85.73%) indicated that they had implemented a project or activity from the training program. Some gave specific examples of such projects: “I did the [pen pal] project with two schools. I shared the project with the principal and other teachers. They really liked the project. Now I want to do the project with the university where I work too.”

Use of technology. Despite a wide variation in comfort levels with technology and access to it in their home classrooms, participants (78.23%) felt that as a result of program training, they had improved their ability to use technology effectively in the classroom. They made numerous comments about technology. For example, some teachers gave specific examples of how they used videos or online materials to bring meaningful language into their classroom lessons:

The Summer Workshop showed how technology can be effectively incorporated in class planning. A good example is the use of short videos (such as “just for laughs”). This material gives valuable opportunities to monitor oral production, vocabulary and daily English use. Grammar can be precisely assessed in a dynamic situation by thoroughly analyzing students’ production during these two minute videos.

Other teachers wrote about getting their students to use technology out of the classroom for additional language practice: “The biggest change I made...was adding technology to my

lessons. I now use some of the techniques I learned during that summer to allow students to have more practice on their own, at home...through the use of avatars.” Other teachers gave specific examples of their use of social media or other platforms to engage students in English use online: “I started to use Facebook groups, Moodle platform and Edmodo to be in touch [with] my students via [the] internet.”

Another teacher noted that she not only used social media with her own students, but also trained her colleagues in using it effectively:

I have been using technology with great results in my English classes. I started using yahoo groups since I returned to Mexico. I taught my peers how to use them and every semester I had a special class for my students. They just enjoyed it and they were able to have their classes and homework in the yahoo groups.

This proved to be especially timely when her school had to close due to a flu outbreak. She was able to use technology to continue instruction: “Everything I learned about technology was of great help for my students and I in 2010 when our University had to close due to swine flu. We were able to finish the semester using yahoo groups.”

Connecting students with native English speakers or other students learning English was a priority for some teachers after receiving their Summer Workshop training. One teacher described how he connected his students with a classroom in the United States for language and cultural exchange: “I also used an e-mail project. My students in Mexico wrote letters in English to students in the United States; those students corrected the mistakes [and] wrote letters to my Mexican students in Spanish, and my students corrected [their] mistakes.” However, not all of these types of projects were successful. One teacher expressed disappointment with a failed project due to internet connectivity problems: “My students began an e-mail interchange with students from...Ramay Junior High School. Unfortunately, here in this small village we had a lot of problems with the Internet signal, and this project couldn't continue.”

Understanding and communicating U.S. culture. Another aspect of program training that teachers felt impacted their classroom teaching was their exposure to U.S. culture during the Summer Workshop. The majority (97.28%) indicated that their experience in the United States helped them feel more confident and better able to explain U.S. culture to their students. One teacher wrote:

The most useful things that had an impact on me, as a person, were the cultural things I learned there; my conceptions about American English and about American people also changed in a good way and now I am able to explain things about culture [and] traditions that I was not able to do before.

Many teachers echoed those same sentiments. One teacher observed: “I now teach culture and language to my students; that is a part of the language that [is] never covered during an ESL acquisition program. Now I integrate cultural awareness into my curriculum.”

Perceived improvement in student motivation. Numerous teachers (95.24%) felt that the implementation of the strategies and techniques they learned in the Summer Workshop had a positive impact on the motivation of their students. For example, many expressed that they felt their own confidence and motivation improved and that the students responded to that: “I think I felt more confident about my teaching after the workshop and my students noticed,” wrote one teacher. Another expressed: “I feel more motivated in my classroom. My students feel motivated.”

Student progress in language proficiency. Teachers were asked to rate their perceptions of the impact of program training on their students’ performance in the classroom. Most teachers (95.24%) felt their students had improved their English skills as a direct result of the new methods and techniques the teacher used in the classroom. One teacher summed it up this way: “My students have got better results in their grades and they feel more confident about their English; also, they remember very well what they learned in spite of the time because the

experiences have been very meaningful.” Another teacher working in a very rural, impoverished area noted the improvement in his students and expressed his pride this way:

The results were great. I could prove how students who lived in rural areas could learn better and more than those that lived in the city, even though they did not have a lot of access to technology. It was great! I felt so proud of them.

Teacher motivation. Survey item 11 did not specifically ask about the impact of the Summer Workshop on teacher motivation. However, many teachers commented on this in their open-ended responses to item 12. Commonly mentioned was the increased motivation in their role as a teacher that respondents felt after having participated in the summer program. One remarked: “It motivated me to keep on teaching...I believe that in a teacher’s life, sometimes you get to a point when you feel burnt out and demotivated, especially when you haven’t had recent updating.”

Teacher confidence. Improved confidence in the classroom was another reported benefit of Summer Workshop participation. One teacher explained: “I felt much more security and expertise...I feel more creative and secure about the implementation of the new [strategies]. I feel that that experience changed my life in all senses: culturally, in my teaching, and personally.” Another teacher stated that the Summer Workshop training changed his perspective and helped him feel more confident and creative in his teaching: “It definitely changed my perspective towards teaching...English. It [provided] me with more tools to be a better teacher and to really help students improve their knowledge. I think I am even more creative with the activities I set in the classroom.”

Obstacles Faced in Implementing Program Training

Item 13 asked respondents to describe obstacles that they faced when implementing program training. A few of the teachers indicated that they faced relatively few obstacles. They

reported having adequate resources, supportive administrators or supervisors, open-minded colleagues, and students who were open to learning in new ways. One teacher observed: “I have the freedom to implement anything I need in my class.” Another lucky teacher described her school as a “fertile environment” for implementing her program training: “My school directors are very supportive and my students collaborative. I did not face any obstacle whatsoever...mine was a fertile environment to implement new ideas and teaching techniques.” However, the majority of respondents identified one or more challenges. Respondents’ comments about the obstacles and challenges were analyzed and categorized by theme. The mostly commonly occurring comments are presented by theme below.

Inadequate resources or technology. Many teachers complained that a lack of resources was a stumbling block to implementing their program training. Lack of reading materials was one complaint: “I bought a lot of books in [my U.S. host city] (thanks to one dollar stores) and I scanned them to present to my students. But I [am] still waiting [for] someone [who] wants to support me with materials.” Numerous comments were made also about the lack of technology resources, for example: no computers in the classroom, no (or limited) Wi-Fi availability, and students without access to computers at home. One teacher wrote: “The main problem I faced was the use of technology which is a huge obstacle because... I cannot use tech for web pages in class or any other activity for the lack of equipment to do so.”

Some teachers whose schools had the equipment necessary to implement projects on the computer still faced obstacles. One teacher described the reluctance that his principal had to allowing an email exchange between students at his school and a school in the U.S. “With the pen-pal project I had to talk with the principal. She didn’t trust the project because she thought the exchange of emails could be dangerous [because of] the [sharing] of personal data.”

Despite these obstacles, some teachers have found ways to make technology work for them both in and out of the classroom. One observed: “I’m aware that my school lacks in technology; however I adapt activities so I use whatever resources I have to teach my students the most possible.” Another teacher explained how she addressed students’ lack of access to computers:

The main obstacle I faced was that many of my students did not have a computer at home so at first they did not want to do homework. I talked to the school’s principal and asked for permission to allow students to enter the computer lab one day a week on their own, not during class but as an extra hour of English practice. It has worked in two ways, they practice English, and I am fostering learners’ autonomy.

Unsupportive supervisors. The comments about supervisors were mixed. Some teachers felt that their supervisors and school administrators were supportive of the teaching techniques they wanted to bring into their classrooms from the Summer Workshop training. Some supervisors even attempted to accommodate requests for additional equipment or materials. One teacher explained:

I have been very lucky because I have been supported by the principal of my school as well as other school administrators. The 45 small boards used in my writing project were bought by the school as well as the TV...My supervisors let me work as I wish. They ask me to explain why I am using some teaching techniques or implementing some activities, but they always have respect [for] what I do and supported me in any new project or new activity.

Disinterest. Many teachers, however, expressed their concern over lack of support from immediate supervisors, administrators, and principals. One teacher, who was excited to return home and share what she learned in the Summer Workshop with her colleagues, found a lukewarm reception from her English coordinator: “The first obstacle was that I was thinking my coordinator would ask me to give a talk about what I learned...but she didn’t. She only asked me how [it was] and when I tried to give details, she didn’t [listen].” This was very disappointing for the teacher, but she described how she overcame this by making changes in her classroom and

allowing the coordinator (and her colleagues) to see the results: “I overcame...when I made [up] my mind to see how the ideas would work in the classroom with my students. Their reaction was very positive and made me feel much better.”

Lack of understanding of communicative language teaching techniques. Lacking training in language teaching methods, some supervisors were not open-minded about new techniques that program participants brought back from the Summer Workshop. This proved to be a hurdle for some teachers. One teacher explained his situation this way:

Well, actually the main obstacle has been my principal since he belongs to the old school; I mean he is so traditional and he wants quiet classes. In my teaching this is impossible because my students need to interact [with] each other. I mean communication is essential to achieve our common goals. Sometimes the class becomes too noisy and my principal thinks I have no classroom management. However, my students are making progress and that is what really matters.

Lack of motivation for institutional change. One teacher stated that her biggest challenge was “authorities and colleagues [that] are not that open to changes at curriculum or institutional level.” Other teachers felt they were able to implement changes in their classroom, but not beyond: “I have made some changes in my class performance but I haven’t [been] able to change much in the school policy. I would like to spread more what I have learned but there isn’t much support from the authorities.” Despite this obstacle, the teacher found unique ways to share what she learned: “I have tried to [share what I learned] by participating in MEXTESOL Academic Saturdays and sharing my books and some ideas to my coworkers.” Other teachers made changes in their classrooms, only to find that they were unable to make changes to the ways in which they were evaluated. One teacher wrote: “Sometimes the institutions are not open [to changing] the structure of their curriculum and of their evaluation. I changed my teaching style and I changed the evaluation process. They haven’t approved it, though.”

Uninterested or unsupportive colleagues. Teachers reported various reasons for not being able to collaborate with colleagues or share what they learned in the Summer Workshop. Some of those challenges were simply logistical: “Here in my host school it is a bit hard to work as team players since English teachers work at different times (work schedules).” More often, though, the comments focused on their colleagues’ reluctance to change their traditional views that grammar-focused teaching methods are effective. One respondent observed: “Well, one teacher took the information of the course with no interest at all. She is still strongly focused on teaching grammar. Technology...is not of her attraction. New approaches are not attractive as long as classes are not fully grammar based.” Despite initial skepticism from colleagues, some program participants found that once they implemented the new techniques and activities in their own classrooms and their colleagues saw positive results, they were open to learning more about the Summer Workshop training. One teacher commented:

Some of my colleagues said I was losing my time [by implementing new communicative methods]. They were centered in grammar but through the time with the evidences of the results, my arguments and the experiences and projects I have shared, they changed and enriched their perspective and teachings.

Another teacher attempted to explain why his colleagues were reluctant to embrace new methods and techniques and described what he did to combat this:

Once you have traveled and learned abroad, you acquire a different perspective and point of view. These make people nervous [e]specially when related to implementing new ideas, methods, or resources, [e]specially if the institution is short on the resources committed to these matters. [I tried] again and again until they develop[ed] the right attitude to improve their administrative “success.” [I invited] fellow teachers to try new ideas, concepts and/or [dared them] to take the challenge to succeed by means of using different tools and resources.

Another teacher encountered resistance from colleagues when he suggested that they observe each other’s classes and give constructive feedback. While his colleagues were initially

cool to the idea, he was able to convince them of the benefits and implement the change. He noted:

At the teacher training program in [my U.S. host institution], during the micro-teaching sessions, I learned how valuable [it] is to have non-judgmental class observations. Therefore, one of my proposals to my other colleagues was to implement class observations to have mutual feedback. At the beginning, they...did not want to be observed. Their fear was to be judged by others; however, I explained that the purpose to be observed was to get feedback and to share teaching strategies that seemed to be effective so that we could implement them. I also told them that the idea was to observe and be observed. I then showed them a rubric that we could use for the observations. We all checked the rubric and we discussed...how we could modify it to get objective and useful information about our teaching practices. In this way, by being all involved, the class observations [were] implemented.

Teaching at multiple locations. One obstacle that was commonly mentioned in the surveys was the difficulty in teaching at multiple schools or in several classrooms in the same school. Teachers felt they wasted time commuting and were frustrated at having to set up multiple classrooms for lessons. One teacher explained:

I have to teach in three different schools and into each school I have to move to different classrooms so If I want to teach through the computer or any other media [resource], I have to turn on and then turn off the devices more than eight times. That problem cuts my time that I could use to teach.

This teacher attempted to solve the problem by requesting that the school directors designate one individual classroom for English instruction, and like many other English teachers, has been trying to consolidate her teaching schedule so that she teaches at only one school. Several teachers expressed their frustration with not having adequate time to plan because of time spent commuting to multiple teaching locations: “Time was an obstacle for me because I work in two different schools and don’t have [enough] free time to plan student-centered classes but I’m doing a big effort.”

Large class size. Another commonly reported obstacle for the Mexican teachers was large class sizes. Learning English is skill-based and requires practice and repetition, ideally in a

small group situations with plenty of teacher feedback. The large class sizes of up to 50 students in some cases presented a challenge for teachers. One teacher explained why large classes were difficult to manage:

The main obstacle was the number of students because sometimes it was difficult to keep in mind who was [at] what level and things like that. It was hard work because I had to design one activity with different exercises according to the level of my students and I had 11 groups of about 48-50 students each so it was really hard for me.

Lack of student interest and motivation. Students themselves are often an obstacle to the learning process. Respondents reported that some of their students did not want to study English at all. Some teachers found that their students were reluctant to put in enough practice to master new vocabulary and structures. Also, many students seemed demotivated by their lack of progress in proficiency over the years of English instruction. One teacher described it this way:

As I start to teach at the beginning of each school year, I diagnose my students [using] a diagnostic test based on my curriculum as well as the students' language skills. Each school year I get the same results: more than 80% of my students are just beginners of the language and most of them lack of previous language exposure and /or grammar and vocabulary.

Another teacher expressed a similar sentiment: "The teacher must take time at the beginning of the semester to provide remedial instruction for the majority of students who have not mastered material from the previous year (or years). This can be frustrating and demotivating for students." This teacher came up with a partial solution to this problem, which she has implemented in her classroom: "To overcome this huge issue, I take two or three weeks with level up activities: reviewing basic English grammar, activities, and language. I design game-based tasks and use a large variety of teaching techniques...to motivate [and] level them up."

The lack of student progress in language proficiency from one year to the next could be due to a number of factors: insufficient time devoted to English, lack of training for teachers, or a shortage of adequate English teaching resources. One teacher also pointed to weaknesses in the

national English curriculum: “Another problem is the English Curricula, which pretends that my students have learned English in Primary School, and it is not true; they know almost nothing when they [get to] Secondary School, so I struggle a lot to teach them.” This particular teacher found that a textbook given to her in the Summer Workshop was of great help in designing activities to motivate her students: “The *Zero Prep* Book that was given to me has helped me a lot because it has lots of activities to be used in my classes.”

Student frustration with English-only techniques. Closely related to student motivation was student frustration with new techniques when their teacher stopped using so much Spanish in the classroom in favor of more English input. One teacher reported that his students felt bored if he used English all the time in class. Other teachers claimed their students were frustrated at the difficulty of thinking and communicating solely in English, which they had never had to do before: “My students found [it] a bit difficult at the beginning to have the class just in English but at the end of the term they got [used] to and I could see an improvement in their learning.” Another teacher pointed out that students were not accustomed to hearing their teacher speak English, thus a more English-focused classroom presented a challenge to them: “It was difficult at the beginning because students are not accustomed to [using] the language and they don’t want the teacher [to speak] in English.”

One respondent offered a caution when forcing change to a more English intensive classroom, though: “Another obstacle was my students’ attitude towards the new 100% English classes but I had...become cold-hearted in the way that I started thinking more [about] my students’ learning results than [about] their frustration when listening to English all the time.”

Difficulties with assessment. To implement some of the project-based learning techniques and writing activities from the Summer Workshop, teachers had to design effective

methods of assessing student performance and learning. One teacher described the difficult process of developing a good rubric as well as the positive impact it had on her class:

To grade projects one has to work on rubrics and I am not good at them. I now have my rubrics but I still have trouble to fill them in. I must tell that with the rubrics I have had no problem at all with students. They understand better where they have to improve, where they did not reach the goal, or what they missed. They have told me they like being graded with the rubric because evaluation is really clear.

Overcoming obstacles. Despite the many obstacles that program participants faced in implementing the methods and techniques they learned in the Summer Workshop, many expressed optimism and their determination to be successful. One teacher pointed out that he felt overwhelmed at first as he began to apply what he learned in the summer program, but he gradually began to succeed by taking one step at a time:

To be complet[ly] honest, I think *I* was the biggest obstacle to overcome when implementing the new ideas. I was kind of overwhelmed with all...we got during the workshop. I started applying the techniques little by little, here and there in my lessons and after some time, everything ran smoothly.

Ways Teachers Shared Program Training

An important teacher leadership behavior is the program participants moving beyond using program training solely to improve their own teaching to sharing what they learned with others by becoming trainers themselves. Survey items 15-16 asked respondents to indicate and describe ways they had shared ideas from the Summer Workshop with others. Table 10 below summarizes participant responses to item 15. A description of each rating and the corresponding participant comments from item 16 follow. It should be noted that the responses to item 15 about ways teachers have shared Summer Workshop training with others are broken down by demographic factors such as teaching context, prior education and training, or the amount of prior teaching experience on more detailed tables in Appendix G.

Perceived Impact	<i>n</i>	% of respondents who shared in this way
Had informal conversations with colleagues	132	91.03%
Led in-service training meeting at own school	61	42.07%
Led in-service training meeting at another school	42	28.97%
Applied to present at a professional language teaching conference	28	19.31%
Presented at a professional language teaching conference	21	14.48%
Wrote and published ideas from program training	23	15.86%

Becoming teacher leaders. Some teachers reported that their experience in the Summer Workshop gave them more confidence not only in their teaching skills, but also in their ability to train or lead others. In sharing the new techniques and methods that they learned in the summer program, the Mexican teachers found themselves acting in a new role as teacher leaders. One teacher wrote: “After my experience, I felt much more self-confident and eager to share my experience and new methodology not only with my students, but also with my colleagues.” Nevertheless, the teachers often faced obstacles, sometimes because colleagues were disinterested or not willing to hear new ideas, and sometimes simply due to lack of time: “I have only had an informal conversation with the only one colleague in my school...about using different kind of materials, activities, [and teamwork] but this teacher is not willing to change her work ways.” Another remarked: “In the schools where I teach it is kind of impossible to have a workshop due to the time of my colleagues and mine.” Despite the obstacles to sharing program training with colleagues, many respondents commented on the positive impact that sharing had on them personally:

I have had the opportunity to share what I learned there in [my U.S. host institution] with my [colleagues]. I have...not received money for [these] services. I have received official

acknowledgements, which of course have a symbolic and curricular value. I can say that the most meaningful payment is when I hear positive comments about the things I share with my fellow Mexican teachers. That has no price.

What teachers shared with colleagues. Teachers shared a variety of things from the summer program experience including loaning program books and materials to colleagues, sharing program handouts or electronic files, giving colleagues activity or lesson planning ideas, or training fellow teachers in the new techniques learned in the Summer Workshop. One teacher remarked: “I always tell my colleagues about what I learnt while I was taking the Summer Workshop and how important it is to encourage students to learn...English...by promoting communicative activities and using challenging techniques...[to] support students in the acquisition of a language.” Another teacher noted: “I tell [colleagues] about the importance of making meaningful classes where students can feel comfortable to participate and collaborate to develop their own knowledge.”

In addition to the important language teaching ideas they shared with colleagues, the former program participants also felt excited to talk about the insights they gained about American culture. One of them explained:

Something I didn't know before the Summer Workshop was many positive aspects of the American culture. I have shared every single thing I learned there, both positive and negative ones. For example a good thing is the importance of Thanksgiving Day. A negative one would be the Trail of Tears.

Another teacher reported: “I made several presentations...to my colleagues and tried to make them feel near American culture and way of thinking. I tried to communicate my pleasure [at] being in [my U.S. host institution]...with the beautiful people I was in touch [with].”

Informal conversations. One common way that teachers shared what they learned in the Summer Workshop was in informal conversations with colleagues; 91.03% of respondents indicated they had done so. Many teachers found this an easy way to pass on their knowledge to

others: “Every now and then, other teachers and I discuss issues related to how we...can help best our students. These informal conversations have allowed me to point out principles of teaching methodology that I learned in my course at [my U.S. host institution].” One teacher stated that he even shared program ideas in emails sent to English teachers at other schools. These positive encounters often gave teachers the confidence to organize more formal training sessions for colleagues.

In-service training meetings. Another common method of sharing program training was through in-service workshops or departmental meetings (42.07% of respondents shared in this way at their own school; 28.97% trained teachers at another school). While some teachers reported difficulty organizing such training sessions: “I tried to develop a workshop but had no response from authorities,” many other teachers reported success. One teacher wrote that he was able to demonstrate what he learned in monthly faculty meetings with teachers from all subjects: “[In our] our monthly meeting I have had the chance to tell my [colleagues] about the things I learned in the summer workshop and the way it could also be applied in their subjects.” He went on to add: “I have also shared some ideas with the other English teachers.” This description represents responses from several teachers who had positive experiences with departmental or school-wide teacher meetings:

I haven’t done a formal workshop for teachers but in the English department meetings I always share the ideas, tips, methodologies and I provide my colleagues with materials. Last July we [had] a meeting to redesign our lesson plan format and we all design[ed] needed rubrics to assess students’ products and projects in a much more practical ways (since we teach large groups).

The format of these training sessions varied from short presentations within the context of a wider meeting: “I have started and conducted hands-on training sessions using the same materials we used at [my U.S. host institution]...I have shared materials and procedures with my

fellow colleagues in brief demo sessions,” to more formal sessions spread out across a semester or more: “I started a schedule through the year, one a week, with the English teachers in my school. I made a plan to cover the contents of the Summer Workshop. Also I shared with...teachers from other schools in meetings twice every year.” Some of these longer-term training sessions resulted in real progress in the way the English teachers at that school approached their teaching. One teacher reported: “I shared reflective teaching practices that I implemented during a four month period where teachers had [the opportunity] to stop and reevaluate their teaching style, methodology and approach.”

Some respondents noted that as a result of sharing their training insights and their excitement about visiting and studying in the U.S., other teachers were encouraged to apply for similar programs: “I have shared my experience with my students and workmates, and the latter have been accepted in many other scholarship programs because they feel motivated due to my comments about the programs.” Another teacher who works with pre-service teachers-in-training commented: “I have given short talks on my experience to all my students who are studying to become English teachers and [encouraged] them to apply for this program after they graduate and become English teachers.”

Conference presentations. While only 14.48% of respondents reported having given a presentation at a formal conference, those who had done so presented at a wide variety of conference venues. One teacher was chosen to present his Summer Workshop training at a regional conference for English teachers:

On 2012, I was chosen along with six more colleagues to represent my subsystem to go to another city in México which is called Querétaro to teach the course “The Communicative Competences of English Language” for my fellow teachers in secondary level school, from all over México. The course lasted five days. [In] 2013, I was chosen again to share my English knowledge with my fellow teachers in Mexico City to teach

them a course of “English Leveling” for pre-intermediate graded fellow teachers, during the summer vacation.

Other such presentations took place at the National Autonomous University of Mexico: “In the Languages Department of the Political and Social Sciences at the National Autonomous University of Mexico I gave a two-hour workshop to English teachers about the Kolb test (teaching and learning styles),” at the University of Guanajuato, in Nuevo Leon, and in other locations. One teacher was invited to speak at the Benjamin Franklin Library at the U.S. Embassy, where she demonstrated what she learned in the Summer Workshop. Some teachers even used technology to spread their training through webinars and online conferences.

Several teachers mentioned preparing sessions to support the National English Program in Basic Education initiative, by training other English-teachers on topics ranging from using technology effectively in the classroom to teamwork strategies. MEXTESOL, the national professional organization for English teachers, holds an annual convention, and several former Summer Workshop participants reported having presented there. Perhaps most impressively, two teachers explained that they had organized conferences of their own to train English teachers from their region: “Along with a colleague of mine, we organized a State Wide Conference. I designed and led [a] 90 hour in-service course on assessment.” Another teacher wrote, “I have been a co-organizer of many Academic Saturdays in Zacatecas since I have been twice a member of the MEXTESOL Zacatecas Chapter.”

Publications. Respondents also indicated that they shared program knowledge from the Summer Workshop in blogs, newsletters, digital magazines, and professional journals (15.86% of respondents reported having written and/or published about their training in the summer program). One teacher noted: “I have a blog about the materials they shared with us and I share those with any English teacher interested in the topic.” Another mentioned: “I wrote a short

article [for] a local digital magazine about professional citizenship.” And finally: “In response to an invitation from my former teacher in [my U.S. host institution], and under her guidance, I wrote an article for [the] MEXTESOL Journal.”

Impact of the Summer Workshop on Teacher Leadership Behaviors

Item 14 asked teachers to rate the impact of the Summer Workshop training on their teacher leadership skills and behaviors, including collaborating with other teachers, making changes to school curriculum or English department polices, keeping in touch with colleagues from the program as a source of support, or collaborating with program colleagues on projects or lessons across schools. Item 17 (open-ended) asked teachers to comment on these or other outside-of-the-classroom impacts. Table 11 below summarizes participant responses. A description of each rating from item 14 and the corresponding participant comments from item 17 follow. It should be noted that the responses to item 14 about the perceived impact of the Summer Workshop on teacher leadership behaviors are broken down by demographic factors such as teaching context, prior education and training, or the amount of prior teaching experience on more detailed tables in Appendix H.

Table 11 <i>Perceived Impact on Teacher Leadership Behaviors; Mean Responses; Scale 1 (Strongly Disagree) to 4 (Strongly Agree); N=145</i>			
Perceived Impact	Mean	SD	
Increased collaboration with colleagues	3.28	0.70	
Made changes to school curriculum or standards	2.92	0.80	
Made changes to school policies	2.72	0.80	
Kept in touch with colleagues from the program	3.19	0.88	
Collaborated with colleagues from the program on projects or lessons	1.97	0.85	

Increased collaboration with local colleagues. Many teachers (87.51%) reported having increased their collaboration with colleagues in their schools. This happened for various reasons, including: an increased awareness of the importance of such collaboration, initiative on the part of the newly trained Summer Workshop participants to organize such collaboration, a higher degree of confidence in their own ability to collaborate effectively, and new ideas about projects or curriculum decisions to collaborate about. One respondent wrote: “I have collaborated with other teachers who have a higher position. It is always satisfactory to be recognized by your colleagues.” Another was grateful for the Summer Workshop because it prepared him to work with others in creating new materials and lessons for the new National English Program in Basic Education in Mexico, requiring English language education for all students beginning in elementary school. He explained:

[The Summer Workshop] has mainly influenced my collaboration with other teachers because the SEP English program for basic education has recently changed and we have had to reorganize our materials, activities, and everything related to or teaching and I can say that the things I learned have given me the tools to reorganize my teaching and to have practical ideas to share with my colleges.

Changes to school curriculum or standards. Most teachers indicated that their training in the Summer Workshop enabled them to help make needed changes in their school curriculum, standards, or assessment practices (72.22%) or to their school policies regarding the teaching of English (61.87%). One teacher commented: “I am in charge of my school’s language center and my experience in [my U.S. host institution] was reflected on the planning of courses and workshops. For example, conversation clubs and workshops have been implemented from time to time to complement formal English courses.” Another teacher reported on collaborative work designing curriculum with teachers from other subjects: “I’m currently involved in the redesigning of a program (curriculum) of one subject and I’m trying to insert resources in

English...so that our programs can be taught in both English and Spanish.” He continued: “I’m also trying to develop a program to help my fellow teachers teach their subjects in English.”

One teacher reflected on the influence that her Summer Workshop training had on her ability to effect change at her institution and the lasting influence it is still having in her school:

Due to my hard work and experience gained, I made many changes which impacted...the campus where I am working...I implemented some course programs to improve students’ language abilities so they could be more competitive and apply for better jobs and companies in our region. In my summer workshop, I was given interesting books such as *Teaching by Principles* and now that I am in charge of our career internships, some of the books that I asked for were the new editions of the books that I read and used during my training, and such books now are available for my colleagues.

Not all attempts at institutional change were successful. Teachers faced a variety of obstacles. One teacher acknowledged his challenges and explained what he is doing to overcome them:

Although I’ve given ideas to change the policies [and] programs in my institution, I haven’t seen any change. In my institution, changing programs and policies is very difficult. However, I always talk to my colleagues about the things we need to change and share ideas of the things we must encourage in our students and in our department. The change will come, but it won’t be fast; we are taking one step at a time.

Collaboration with colleagues from the Summer Workshop. The majority of the respondents (79.863%) indicated that they had kept in touch with Mexican colleagues from their Summer Workshop cohort. Many of them (20.57%) also stated that they had collaborated with a Mexican colleague from their cohort or an American teacher that they met during the Summer Workshop on a project or publication. This type of collaboration among teachers who have received the same training strengthens the impact of the training by keeping it fresh in the minds of the participants. Participants also supported and encouraged each other’s efforts to implement what they have learned.

Engaging in research. While survey item 14 did not specifically ask teachers whether the Summer Workshop encouraged them to engage in action research, several teachers (in open-ended item 17) expressed their interest or reported their participation in language teaching research as a direct result of their summer program training. One teacher wrote: “I...gained much more interest on language teaching research and as a result I developed some technical handbooks for my students which were of great help.” Another commented: “I have [since] participated in some linguistic research and presented in conferences. I hope next year my findings will be published in a linguistics magazine.” One former program participant is even doing research to find out how teacher training helps improve student learning: “I am doing a research about how [these kinds] of programs can help students and teachers to improve in second language acquisition.”

Professional development and advancement. The overwhelming majority of responses to survey item 17 about the impact of the Summer Workshop on things other than classroom teaching were focused on the professional development or career advancement that came to participants because of their summer training session. Sometimes professional growth or career advancement came because colleagues and supervisors noticed increased knowledge and/or confidence in the workshop participant. One teacher explained: “[The] training is really important. Students, co-workers, and [the] community see me as a person who knows about how to teach English.” Another teacher described his situation this way:

Everybody in the schools knows how professional I am with my work and all the teacher training I have got this past years. They all appreciate my opinions and meeting interventions, perhaps my English language teacher colleagues from my school always ask for my help in their lesson planning, curriculum adaptations or in order to work together in some projects. In my career, this Summer Workshop has impacted my curriculum and it has provided me with the knowledge and professionalism to get in the near future better opportunities.

Increased trust from supervisors. Some teachers noted the increased trust their supervisors had in them: “It has changed...the way that my supervisor and principal see me...They consider me more experienced in the area of teaching a language. The tasks they assign me are more complex and imply more responsibility with my colleagues and students.” Many reported a change in status after their return from training: “It helped me...by offering me a great promotion opportunity within the university,” wrote one teacher. Another stated: “The Summer Workshop changed my life. When I returned from [my U.S. host institution], I [got] a promotion. I got it because I felt more self-confident about my English level.” Yet another respondent reported: “I got a new job as [an] ESL teacher at a private college.” Other teachers indicated that while they kept their current job position without a promotion, the trust that their supervisors placed in them resulted in a larger teaching load: “This course played a key role in a job promotion I only had 10 hours and I got 20 hours in the high school I am still working for.”

Helping teachers in other fields. The professional development opportunities were not limited to job promotion, though. Some teachers mentioned using their program training to help teachers in other fields. Two notable comments were: “My boyfriend, who is an economist and teaches in other faculties (not English), frequently asks me what to do in his classes to help his students,” and “I became responsible [for] the Spanish Department at Centro Institucional de Lenguas (CIL) and indirectly I’ve been helping to other Spanish teachers with the methodologies and strategies I use teaching English.” One teacher even opened his own language school, where he was able to implement the strategies and techniques from the Summer Workshop:

The impact I had from [the summer training] was so strong. Actually, I opened my own English school. There I have the opportunity to implement many techniques I learnt at the workshop and it is wonderful to see excellent results in my students. They feel great when they see they are making progress so fast.

Further educational opportunities. Some teachers felt inspired by the personal and professional growth that they experienced in the Summer Workshop and were motivated to apply for further educational opportunities. One teacher explained: “The workshop awaken[ed] my interest in language teaching and I studied a Master’s in Linguistics.” Another teacher noted that the program “also opened up my eyes to be always in search for opportunities that make me grow professionally and personally as this workshop did.” One survey respondent wrote: “This experience also motivated me in such a way that I applied for the Fulbright FLTA scholarship, which I was awarded...I can say that this program was the beginning of many great academic experiences I have had.”

The experience of living abroad, even for the short four-week Summer Workshop, motivated some teachers to seek out further study abroad opportunities. One teacher described her reasons for applying for an additional study abroad scholarship:

I decided to apply for a new scholarship in order to concrete what I have learnt from the course; I thought that living for a long term in a country where they have English as their native language [would] help me a lot in my role as an English teacher.

Several teachers found that their participation in the Summer Workshop opened doors for further educational and professional opportunities: “[The Summer Workshop] helped me a lot to be part of the Fulbright Classroom Teacher Exchange Program 2012-2013, teaching Spanish in a High School in Belleville, Wisconsin.” Another teacher discovered that her participation in the Summer Workshop was a plus on her graduate school application: “When I gave my CV as a candidate for the PhD program, the interviewers congratulated me for [my participation in the Summer Workshop].” This teacher’s comment describes the Summer Workshop as a beginning point for his professional development:

The Summer Workshop for English Teachers broadened my personal vision about what I could achieve professionally. In 2011, I got a scholarship for the Fulbright Teacher-

Exchange program. I stayed for an academic year in Oregon, USA with my family and this year (2014), I have achieved a scholarship through the British Council for a PhD in Modern Languages in Southampton University in UK; also I currently work in the school administration as a Director of the Social Science faculty in my university, but everything started with the summer workshop!

Personal growth. In addition to professional opportunities and growth, some teachers reflected on the personal development they had experienced because of their participation in the Summer Workshop: “Regarding my personal growth, I became more confident. It broadened my mind to appreciate other cultures and to be open to other ways of thinking.” She also noted: “It took me out of my comfort zone and it taught me that I was able to pursue and achieve my dreams and goals.” Another teacher explained: “It helped me to become a more open about criticism. It also helped me reflect on the way I teach and the things I had to improve.” Some teachers experienced a broadening of their worldview: “There are many ways this experience has influenced [me], for example the opportunity to share...what I learnt during my time there, not only talking about teaching practice but also my broadened cultural view that I have from USA.” Another teacher, currently living in France, wrote: “[The program influenced me] by being more tolerant and trying to adapt in a foreign country. I am living in France. I have taught English for different purposes and I sometimes talk about my experience in [my U.S. host institution].”

Encouraging other teachers to participate. Teachers who participated in the Summer Workshop, not surprisingly, have found ways to encourage other English teachers to apply to the program. One teacher stated: “I’ve had the chance to [influence] other teachers (around 56 teachers between 2010-2014) to be part of scholarships like this one.” Another explained: “I usually encouraged my colleagues to participate in the program because it changes your life; I usually tell them the benefits and advantages you get.”

Effect of Demographic Variables on Classroom and Teacher Leadership Behaviors

In addition to coding and categorizing survey comments and using descriptive statistics to report central tendency and variability of survey responses, I also carried out an inferential analysis of responses to survey items 11 and 17 to determine if there were significant differences in group means for several demographic variables: teaching context, level of formal education, type of previous teacher training, and amount of prior teaching experience. I grouped the survey responses into the following scales: classroom teaching behaviors, teacher leadership behaviors, and improvements in language proficiency and student motivation. Table 12 below displays the independent and dependent variables for the analysis.

Independent Variables	Dependent Variables
<ul style="list-style-type: none">• teaching context• formal education• previous teacher training• teaching experience	<ul style="list-style-type: none">• classroom teaching behaviors• teacher leadership behaviors• improvements in language proficiency and student motivation

Reliability of scale items. I assessed the internal consistency of the survey items and scale responses by using Cronbach's alpha (O'Rourke, Hatcher, & Stepanski, 2005). The reliability estimate for the survey as a whole was 0.82, consistent with the recommendation that the alpha coefficient be at least 0.70 (O'Rourke, Hatcher, & Stepanski, 2005). Reliability estimates for the dependent variable scales were 0.73 (changes in classroom teaching behaviors), 0.63 (changes in teacher leadership behaviors), and 0.67 (improvements in language proficiency and motivation).

AVONA results. Next, I used ANOVA tests to determine if there were statistically significant differences in the dependent variable scales (reported classroom teaching behaviors,

teacher leadership behaviors, or improvements in language proficiency and student motivation) for each independent variable including teachers in differing teaching contexts, with various levels of formal higher education or language teacher training, and with varying amounts of teaching experience. The results are presented below by independent variable. Appendices F and H contain data tables detailing the means and standard deviations on each survey item for each independent variable.

Differences by teaching context. This study asked: *Do Mexican English-language teachers who work with students in diverse teaching contexts (e.g., indigenous vs. non-indigenous students; rural vs. urban schools) differ in their application of the Summer Workshop training? If so, how?* To answer this research question, two demographic items were asked on the survey. The first asked teachers to indicate the native language of the majority of the students that they worked with to determine whether the teacher taught mostly indigenous or non-indigenous students. Out of 151 responses to this question, only one teacher indicated that the majority of his students spoke an indigenous language. Consequently, no further analysis was done for this demographic variable.

The second item asked for the size of the city that the teacher worked in to determine whether it was a rural or urban teaching context. Responses to this question were categorized into three groups: teachers working in cities whose population was (a) *more than 2,000,000*, (b) *50,001 to 2,000,000*, or (c) *50,000 or fewer*. The categories of *5,000 or fewer people* ($n = 11$) and *5,001 to 50,000 people* ($n = 22$), which were used on the survey, were combined in order to increase the sample size for the category to ensure a valid ANOVA analysis and increase its power. Results were analyzed using a one-way ANOVA, which failed to reveal a significant effect of *city size* on the teaching or leadership behavior scales or for increased language

proficiency and student motivation. Table 13 below displays the ANOVA results for the independent variable *city size*.

Table 13 <i>ANOVA Results by Independent Variable: City Size</i>		
Dependent Variable: Classroom Teaching Behaviors	Dependent Variable: Teacher Leadership Behaviors	Dependent Variable: Increased Proficiency and Student Motivation
<i>DF between</i> = 3	<i>DF between</i> = 3	<i>DF between</i> = 3
<i>DF among</i> = 151	<i>DF among</i> = 151	<i>DF within</i> = 151
<i>F</i> = 1.31	<i>F</i> = 1.08	<i>F</i> = 2.18
<i>p</i> = 0.27	<i>p</i> = 0.36	<i>p</i> = 0.09
<i>R</i> ² = 0.03	<i>R</i> ² = 0.02	<i>R</i> ² = 0.04

Differences by level of education. This study asked: *Do Mexican teachers with differing levels of education prior to their participation in the Summer Workshop differ in their application of the program training upon return to their home school communities? If so, how?* Responses to the teacher classroom and leadership behavior questions as well as items about improved language proficiency or student motivation were analyzed using a one-way ANOVA. The categories of *high school education* only ($n = 4$) and *other* ($n = 5$), which were used in the survey, were eliminated from the analysis because the sample size for each group was too small and they could not be combined into other categories in a meaningful way. The ANOVA failed to reveal a significant effect of *level of formal education* on the teaching or leadership behavior scales or for increased language proficiency and student motivation. Table 14 below displays the ANOVA results for the independent variable *level of formal education*.

Table 14 <i>ANOVA Results by Independent Variable: Level of Formal Education</i>		
Dependent Variable: Classroom Teaching Behaviors	Dependent Variable: Teacher Leadership Behaviors	Dependent Variable: Increased Proficiency and Student Motivation
<i>DF between</i> = 4	<i>DF between</i> = 4	<i>DF between</i> = 4
<i>DF among</i> = 151	<i>DF among</i> = 151	<i>DF within</i> = 151
<i>F</i> = 0.70	<i>F</i> = 0.62	<i>F</i> = 0.62
<i>p</i> = 0.59	<i>p</i> = 0.65	<i>p</i> = 0.65
<i>R</i> ² = 0.02	<i>R</i> ² = 0.02	<i>R</i> ² = 0.02

Differences by formal teacher training. This study asked: *Do Mexican teachers with differing levels of formal teacher training prior to their participation in the Summer Workshop differ in their application of the program training upon return to their home school communities? If so, how?* The majority of teachers (82.58%, $n = 128$) indicated that they had received prior training specific to English-language acquisition and teaching methods. The numbers of teachers in the other categories (training specific to teaching languages other than English, $n = 5$; training not related to language teaching, $n = 14$; or no formal teacher training at all, $n = 8$) were too small to perform a meaningful inferential test for this independent variable.

Differences by teaching experience. This study asked: *Do Mexican teachers with differing levels of English-language teaching experience prior to their participation in the Summer Workshop differ in their application of the U.S. based program training? If so, how?* Responses to the teacher classroom and leadership behavior questions as well as items about improved language proficiency or student motivation were analyzed using a one-way ANOVA. The category *0-2 years of teaching experience* ($n = 14$) was combined with *3-5 years of teaching experience* ($n = 40$) in order to increase the sample size for the category to ensure a valid ANOVA analysis and increase its power. The ANOVA failed to reveal a significant effect of

teaching experience on the teaching or leadership behavior scales or for increased language proficiency and student motivation. Table 15 below displays the ANOVA results for the independent variable *teaching experience*.

Table 15 <i>ANOVA Results by Independent Variable: Teaching Experience</i>		
Dependent Variable: Classroom Teaching Behaviors	Dependent Variable: Teacher Leadership Behaviors	Dependent Variable: Increased Proficiency and Student Motivation
<i>DF between</i> = 3	<i>DF between</i> = 3	<i>DF between</i> = 3
<i>DF among</i> = 153	<i>DF among</i> = 153	<i>DF within</i> = 153
<i>F</i> = 0.53	<i>F</i> = 0.08	<i>F</i> = 0.50
<i>p</i> = 0.66	<i>p</i> = 0.97	<i>p</i> = 0.69
<i>R</i> ² = 0.01	<i>R</i> ² = 0.002	<i>R</i> ² = 0.01

Focus Group Interview Responses

From among the survey respondents, I selected 18 teachers for focus group interviews to explore the impact of the Summer Workshop training. I asked them a series of questions about their classroom teaching and the challenges they may have faced as they began to implement their training in their home schools (see the focus group interview protocol in Appendix E). As described in chapter three, the interviews were transcribed. The data was analyzed and grouped into themes. This section will summarize the findings from the focus group sessions by interview question.

Question 1: Examples of Implementation

The first interview question asked the group members to share specific examples of how they had implemented or used what they learned from the Summer Workshop in their own classes. Teachers gave a variety of examples such as increasing writing instruction, using games and interactive activities to motivate students and teach content, working with the TPRS

storytelling technique, discussing personality and learning styles with students, using music in the classroom, implementing community service projects, and creating cultural surveys. Several of those responses are discussed in more detail below.

Teaching through real language use. An important part of the Summer Workshop training was helping teachers see how to teach language in context. Rather than just concentrating on memorizing a grammar rule, for example, students can learn to use the grammar structure in a real communicative situation. One teacher described how she put this into practice with her beginning level students: “During this semester students from first level are learning how to design and answer application forms, [prepare for] work interviews...and how to hire an employee. Instead of teaching them the verb *to be*...I’m teaching them how to use the language.” This teacher was pleasantly surprised at the ability of her students to successfully complete the tasks she gave them: “They are still kind of basic level learners...and they can do it. So I’m really amazed by this experience.” The students were responsive to the new technique and showed more motivation for learning. The teacher explained: “[The students] show a lot of interest. They look like they are enjoying what they are learning.”

Teaching Proficiency Through Reading and Storytelling (TPRS). One teacher tried out a technique that she had learned in the Summer Workshop called Teaching Proficiency through Reading and Storytelling (TPRS), where she used storytelling (the story of Little Red Riding Hood in this case) as a way to build students’ vocabulary. She found that the students enjoyed learning through storytelling: “To me it was easier to introduce grammar without letting [the students] know that they were learning. I even bought some puppets...and it was easier [for] me to catch the students’ attention and I think they enjoy[ed] it.” Follow-on activities involved the students’ productive skills and even got more reluctant students participating: “When I was

working with them, asking questions, and getting puppets for the shy students, I think that was the greatest of the unit.” After successfully implementing the technique in her classes, this teacher trained other teachers how to do it, too:

As soon as I finished the unit with my students, we had like an English teachers’ meeting in my area where I work and I shared with them. I asked my colleagues to pretend to be my students and I worked the same activity – TRPS storytelling with Little Red Riding Hood. And they were like little kids. They behaved like little kids, pretending to be students. But I think the important point, they forgot they were teachers and they just responded.

Communication and teamwork. Another teacher, having learned the benefits of understanding students’ personal communication styles during her training, tried a “True Colors” activity from the Summer Workshop. She explained: “I have done [True Colors] at the beginning of the school year. I did it the last year and also this year and it was very interesting to know the characteristics of my students.” She went on to describe how participating in this communication exercise affected the teamwork among her students: “They had a better relationship and that helped me for my lesson plans and for other activities like games or some others for the students have many movement.”

Service learning. A teacher whose students occasionally participated in community service projects learned in the Summer Workshop how to maximize language learning opportunities around the service project. He taught vocabulary related to the service project and provided students with reading, writing, listening, and speaking activities such as researching relevant topics and reporting to the class on the service project. He commented: “I learned in [my U.S. host institution] about community service and I applied it with my students with a garbage [clean up]...and they like it and I like it. At the end of the [project they drew] some posters in order to...practice English.” The posters gave students the opportunity to use new vocabulary words they had learned. The students found the project interesting and motivating: “They were

outside the classroom. They were collecting garbage, they were recycling, and they like[d] it because it was not exactly an English class.”

Video interviews. One group of students was able to participate in a video project that their teacher learned about in the Summer Workshop. In a unit about culture, the teacher had students develop surveys on a cultural topic. Students took their surveys to a local market and asked English-speaking foreigners questions about their communication styles, friendship patterns, or other topics they had learned about in class. In this way, students took their learning experience outside the classroom and did their own research, which they could then report back to the class. This is how the teacher described the project: “My school is very near...a market with traditional crafts, so many [international] people coming...[Students made] a video with interviews in order that they be interest[ed] about some cultural things and also practice the language. They enjoy[ed] it so much.”

Memory books. In order to get his students excited about writing, one teacher used the idea of a memory book that program participants had completed during the Summer Workshop. He had his students interview and write about each other and various faculty or staff members at their school. They edited and compiled their work into a “memory book” to share with students, parents, and school staff: “The students have to write very short parts about their classmates [and] about the people who work in the school...like the memory book...with photos. We print it. We...share copies with the parents and with other students.” This project helped build unity in the classroom and provided an authentic writing task for students.

Question 2: Benefits to Students

As workshop participants have implemented their program training with students, they have seen many positive things happen in their classrooms. Focus group question 2 asked

participants to discuss specific ways their students had benefited from the Summer Workshop training. Teachers mentioned things like: increased student motivation, greater student confidence in using English, more interest in the culture of English-speaking countries, and even increased test scores. Several of the benefits noted by focus group participants are discussed in detail below.

Increased motivation. Many teachers remarked that since participating in the Summer Workshop and implementing their program training, they have seen an increase in their students' attention in class and in their motivation to learn. One teacher described her students' increase in motivation this way: "My students feel more motivated to use the language and feel more confident. I think that's the main difference that I have seen in them. They enjoy learning English and they want to learn more." Another attributed his students' increase in motivation to the new techniques he learned in the Summer Workshop: "They are motivated quite a lot more than before I guess by having seen the strategies and learned new strategies that made my classes a lot more interesting." Another teacher commented on the noticeable difference in her students' attitudes since she made changes in her classroom after the summer training. She said:

I measure the benefit of the summer program with a grade. My students are getting better grades. But that is not important to me. What has been very important is, "Miss * I miss you. Miss * I love you. Miss * what is for today?" When I see them smiling and arriving to class (that was a big problem to me...). And when the ring bells they say, "Oh, it was pretty soon! Can you stay with us?" So, the grade is not important I think. But having them or motivating them to love English and love learning is the most important benefit and change that I have seen my teaching practice and in my students.

Some of the focus group participants remarked that students were interested in the fact that their teacher had actually visited and studied in the U.S. A teacher explained: "My students...get really motivated when you talk to them about having the experience of living and studying in the United States. They get more interested in that and then they start asking you

questions.” He reported that because of his stories about his own trip to the U.S., his students wanted to travel abroad too: “[They say] ‘Oh, can I go there?’ And that’s the way that they get motivated.” Another teacher agreed: “They are more motivated when I start talking about my experience at the university... They are more enthusiastic, or they want to know more about the culture.” This sharing of culture was a common theme in the focus group comments. One teacher talked about how she used her personal experiences with U.S. culture to get her students to pay attention:

The gift for my students is a big thing because they are very motivated because they know that I was there [in the U.S.] and they always are asking about the life there, about the culture, about the school, about the kids, about the family things, and all the things that they want to know about living in USA and the school: “Teacher why they don’t use uniform[s]?” “Teacher why they go [home] at this time?”... They enjoy listening and knowing and watching photos or pictures that are material, helpful material for my teaching that I show to them and they always are asking and wondering about the pictures and the things that they can observe there. [It] is precious material I think that motivates [them] to participate and to [learn] vocabulary and more things.

One thing that all of the focus group participants agreed on is that motivated students learned more. They paid better attention in class. They worked harder on classroom activities. They completed homework assignments. The end result was more language learning. One participant summed it up this way: “Once [students] are motivated and they see that it actually works; they get involved and they work harder.”

Teachers as role models. Some teachers, particularly those who teach older learners, found that sharing their stories from their Summer Workshop experience made them a role model for their students: “Now we are there for our students... They are looking at us like heroes because they can see we are trying to become better teachers, better people, and we are trying to make them the same... make them better students.” Being teachers, they capitalized on that learner motivation by encouraging their students to seek out opportunities to travel and study

abroad themselves: “I really appreciate the course that I took in [my U.S. host institution] because now I can tell my students that I was there...not just for a trip...I was learning, so *you can do it, too.*”

Question 3: Obstacles to Implementation

Implementing program training was not always easy for the Mexican teachers. The focus group comments about obstacles (question 3) included everything from lack of resources to overly large classes. Teachers also pointed out that many students do not value English as an important life skill, and so were disinterested. Still others reported having trouble collaborating with colleagues or sharing what they learned abroad for various reasons. The participants’ comments are detailed below.

Lack of resources. One teacher from an impoverished area described the difficult situation his students face:

The community in which I work, it’s a community with many problems, economic problems. It has low resources. We have many necessities. In the school there is no light, there is no electricity, no internet. Also the groups are very big. I have 50 students in the classroom. The classrooms are small. [We have not light or electricity]...The school is at the beginning of the mountain, so it’s difficult to work but I try to look for the way to... implement the activities but it’s difficult to do it.

Although not all teachers had such difficult teaching situations, many of them agreed that the lack of resources made using many of the strategies and techniques that they learned in the Summer Workshop difficult. This teacher was philosophical about the problem:

We lack of many things – materials and so on in the region where I live, but what I learned in [my U.S. host institution]...was that we have to face all of these problems – the problems we have as a country, as a region, our local schools and our community. We have to face all that and try to apply all of the activities that we learned there, adapt them to try to improve or to as much as we learned there...We can’t go back again.

Large classes. Several teachers commented on why having large classes was an obstacle to implementing their program training. One described having to change her plan for a

communicative, student-centered activity because it just was not working well with such a large group: “I think the...most important obstacle we have is large classes. So that means many of the times at the end you decide to change all of the amazing activities you planned at the beginning for your students.” A teacher who works with teenagers agreed. He talked about sometimes giving up on creative activities in favor of something easier to implement with a large (and boisterous) group:

I have lots of students in a classroom and I think that is a very difficult thing. I have 45, 48 students in a very little classroom and it is not easy to control the situation. They are teenagers. They are loud. You want to do one activity. You have 50 minutes. They come in. They sit down. Then you organize the thing. And that’s for me sometimes...I prefer (and I get sad when I say this), I prefer to do something less complicated, less work, less...very brief activities because I don’t have the time or the space.

Despite the large classes, some creative teachers were able to overcome the obstacle and maintain a communicative class. This teacher described how she kept her students talking and interactive:

I am having from 40-45 students in each class, so sometimes it is difficult, especially in the speaking activities. So sometimes I have to take them *outside my classroom* and have them line up in two lines; and have them moving, trying to speak with as many classmates as possible.

Lack of perceived value for English. More than one teacher complained that students took English only because it was a requirement. However, because they felt it held no useful value for them, they were not motivated to study. One teacher explained: “Another thing that I have seen that is a barrier or difficulty...many of the young men... don’t pay attention... They are not motivated to learn the language.” Even though many young men in the area planned to live and work in the U.S. in the future, they did not feel that English was a necessary skill: “[They] want to go to the States as illegals to work and even [though] they see that English is going to be part of their life, they are not motivated to learn the language.” This teacher also

indicated that parents sometimes feel the same way: “The father of one of my students said that English is not important. He wanted his son to be good in math or Spanish or another subject, but in English – not.”

Another teacher agreed that students often have a hard time understanding how English will help them. She explained:

The socio-cultural and economic situations are really affecting what the students feel because they don't want to learn English because they don't think they will... use it. [They think] I'm never going out of the country, so why will I learn it? And they don't want it because of that.

The same teacher declared her view that the study of language and culture, along with study abroad experiences, is a way to open the minds of students. She related her own experience being raised in a poor area and not wanting to learn English. Eventually though, English became her pathway to further education and a respectable teaching position:

Giving students an opportunity to travel abroad...it's eye opening. It's what happened to me. I grew up hating English because I thought I would never leave the country or do anything and I didn't like it. I hated it. I was saying why would I use it, and I would focus on other things. And then, somehow, I started learning and I like it and I said I want to know what they are saying. And it all started. And it's so ironic because now it's been 15 years and I have been eating – and English has put the food on my table.

Difficulties in collaborating. A concern of many teachers was the reluctance of their peers to work collaboratively. They wanted to share lesson plan ideas and work together, but often found their colleagues were not interested. One teacher talked about why his colleagues would not collaborate:

One other point that I want to talk about is collaboration with other teachers. I'm pretty sure that when you link your activities with other [subjects] and when you link your work with other teachers, things become better for students, but this is not always possible. I think many Mexican teachers think if they share their ideas they are like losing their work or their position, so that's a problem here in Mexico. And one thing that I learned from [my U.S. host institution] course is that the most you share...the most you learn. The most you show, the most you will get from others. And this is a good way to learn. Some colleagues don't see that. Even when they don't want [to work together], I try to link

activities from my students to their [subjects] so my students immediately or automatically look for information or suggestions.

Question 4: Personal and Professional Growth

Beyond the benefits that implementing new Summer Workshop techniques had for students in the classroom, many teachers stressed that they had grown personally from the experience of living and studying abroad (question 4). They explained that the program experience opened their minds to new ideas and viewpoints. It gave them more confidence in themselves as a teacher which in turn helped them appreciate and enjoy their jobs more. For some it even helped them redefine their role as a teacher.

For example, one teacher commented: “The best part of it was that it gave me more confidence as a teacher and that I could transmit that to my students and I could tell them how good it is to learn another language.” The teacher found that this motivated his students, and in his words: “having motivated students means a lot!” The gain in confidence often helped teachers enjoy their jobs more: “I think that if we feel, as teachers...more confident, we feel happy; we love and enjoy what we are doing; that makes easier our job and it makes easier that our students feel motivated in class.” Another focus group participant talked about how his ideas about his role as a teacher had changed: “After I [returned] from [my U.S. host institution], I change[d] all my point of view about my teaching and I realized that I have to improve every day for my students – for their benefit.” Another teacher agreed. She pointed out that the memories of the Summer Workshop, although for her it was many years ago, helped her try daily to improve herself as a teacher:

One thing that I saw, that I felt every day there in [my U.S. host institution] was the way you taught us not directly. So in the everyday activities, in the living life there, in the trips, and everything, in my case I learned lots of things...the places, the people, everything...and those experiences – we bring them here and adapt them in our classrooms and it’s really nice because we see the pictures, the photos, the information

from the other partners we were and it's really nice because we remember through the years all those things and we have good memories and try to be better every day and this is one of the chances we have.

Question 5: Other Comments and Suggestions

The need to teach culture. The final focus group question asked participants for any other comments they wanted to share about the program. Beyond the numerous remarks thanking program organizers (including those who sponsored and funded the programs) for providing such an enriching experience, teachers mentioned their heightened awareness of the need for cross-cultural training. One teacher explained it this way:

You learn more about the culture of the language that you are teaching [by participating in the Summer Workshop] because unfortunately, I have seen that as English teachers sometimes we just dedicate ourselves to just teaching the language and we forget about the important thing, which is cultural. The culture needs to be taught as well because sometimes if you don't understand the culture, once you interact with an English speaking person, there are certain things that you might not get or understand because you won't get that culture part and there is like a barrier and there are sometimes misunderstandings because of that. So I think it is very important to teach culture in the language as well.

Continuation of the program. Finally, many teachers agreed that the Summer Workshop training is beneficial for teachers of all backgrounds. Those who were novice teachers and those who were experienced teacher trainers (of which there are more than a few who have participated in various cohorts of the Summer Workshop) found that the training was applicable to them and helped them grow. The consensus was that in order to continue improving English teaching in Mexico, the Summer Workshop should be offered to as many teachers as possible.

One focus group participant summarized it this way:

I think this program is not just for teachers who *think* they might need training. I think even experienced teachers should take it because in a way, it updates you. You refresh things and you see a lot other different things that maybe, not just professionally, but you learn more about yourself.

Chapter Summary

This chapter presented results from a survey of 203 Mexican English-language teachers who participated in the Summer Workshop for English Teachers from 2002 to 2014. Both qualitative and quantitative data from the survey showed how teachers applied their program training in their home classrooms and schools and highlighted the challenges teachers faced in doing so. Results from focus group interviews with 18 of the teachers explored their experience in more detail.

Chapter Five: Findings, Conclusions, and Recommendations

Introduction

The purpose of this study was to determine the long-term impact of the Summer Workshop for English Teachers. Beyond participant satisfaction surveys and even measures of participant learning outcomes, this project sought to describe the ways that participating teachers implemented their program training after returning to Mexico and what affect that had in their classrooms, their schools, and the wider English-teaching community. This chapter contains a summary of the study methodology and a discussion of the findings by research question. It also discusses the relevance of this study in light of other related research. Finally, it delineates the limitations for the current study and makes recommendations for improved practice and future research.

Summary of the Methodology

To explore the research questions, I surveyed 203 Mexican English teachers who participated in the Summer Workshop between 2002 and 2013 and conducted focus group interviews with 18 more. The survey and interview questions were developed based on the Summer Workshop program objectives and were both pilot and field tested. I transcribed the interview responses, grouped the data into themes, and used them to complement the information gathered on the survey to describe the experience of the Mexican English teachers as they began to implement their Summer Workshop training in their home classrooms.

Presentation of the Findings

Research Question 1: Changes in Behavior

Research question 1 asked: *What behaviors do Mexican English-language teachers who have participated in the Summer Workshop for English Teachers engage in that demonstrate*

application of the program training? This first research question looked at changes in teacher behaviors that resulted from implementing program training. The teacher behaviors referred to in research question 1 were defined by the Summer Workshop program objectives. They included (a) self-reported classroom use of strategies and techniques taught in the four-week training course, (b) improved ability to integrate technology into student learning experiences, (c) improved teacher leadership skills – as measured by activities such as increased collaboration with other teachers or participation in additional professional development, and (d) sharing of strategies and techniques from the Summer Workshop with other teachers and professionals. The following section breaks down the findings related to changes in behavior into those four categories.

Changes in classroom teaching behaviors. Both the survey respondents and focus group interview participants reported changes in their teaching behaviors as a result of their participation in the Summer Workshop for English Teachers. Many teachers described changes in their fundamental approach to language teaching including moving away from grammar-focused methods to facilitating a more communicative classroom. They also indicated that their Summer Workshop training helped them to see the need for students to have maximum exposure to English input and reported using Summer Workshop techniques and activities to transition to an English-only (or English-mostly) classroom. Some teachers described using new classroom management procedures to bring order into their classrooms. Others mentioned using Summer Workshop techniques for tailoring instruction to students with differing language proficiencies or learning styles. Beyond these improvements in their general classroom teaching practices, many participants expressed their beliefs that the Summer Workshop provided them with the language teaching techniques and activities that they needed to improve their direct instruction in listening,

speaking, reading, and writing skills. To aid in the changes that teachers made in the classroom, most of them used a variety of the materials they received in the Summer Workshop including textbooks, handouts, and electronic materials.

Changes in use of technology. Participants felt that as a result of program training, they had improved their ability to use technology effectively in the classroom. They used videos and online materials to bring meaningful and engaging language into the classroom and social media platforms to connect to students out of the classroom. A few teachers even used technology to connect their students with English learners from other parts of Mexico or with classes in the United States.

Changes in teacher leadership behaviors. Many teachers reported increasing their collaboration with colleagues after their Summer Workshop experience. They were more willing to initiate collaborative projects, plan with colleagues, or suggest changes to school curriculum or English-teaching policies. Other teachers engaged in action research projects in their classrooms after learning how to do it in the Summer Workshop. Having had a positive experience in the summer program, many participants sought out further professional development opportunities such as conferences, workshops, other study abroad programs, or further higher education in order to continue improving their teaching skills. Some encouraged other English teachers to participate in the Summer Workshop.

Sharing program training with others. Many survey respondents mentioned that their Summer Workshop experience gave them more confidence in their ability to train or lead others. As they shared the new techniques and methods that they learned in the summer program, the teachers began filling a new role as teacher leaders. They had informal conversations with colleagues, led in-service training meetings in their schools, trained teachers in other schools,

spoke at professional teaching conferences, and even published what they learned in blogs, newsletters, digital magazines, and academic journals. Some teachers even reported having opportunities to share general teaching principles and classroom management ideas from the Summer Workshop with teachers in other subject areas.

Differences in Sub-populations

The first research question included three sub-questions to explore how teaching context, the level of a teacher's prior education and training, and the amount of prior teaching experience may have influenced the application of the Summer Workshop training:

1. *Sub-question 1: Do Mexican English-language teachers who work with students in diverse teaching contexts (e.g., rural vs. urban schools; indigenous vs. non-indigenous students) differ in their application of the U.S. university program training? If so, how?*
2. *Sub-question 2: Do Mexican teachers with differing levels of education and training prior to their participation in the Summer Workshop (e.g., those with teacher training specific to language teaching vs. those with teacher training not specific to language training vs. those with no prior teacher training) differ in their application of the program training upon return to their home school communities? If so, how?*
3. *Sub-question 3: Do Mexican teachers with differing levels of English-language teaching experience prior to their participation in the Summer Workshop differ in their application of the U.S. based program training? If so, how?*

The quantitative analysis of survey results showed no significant differences for any of the independent variables. This suggests that groups of teachers in differing teaching contexts (sub-question 1), with differing types of higher education and teacher training (sub-question 2), and with differing amounts of teaching experience prior to their participation in the Summer

Workshop (sub-question 3) did not report applying the program training in significantly different ways. Although the differences in group means are not statistically significant, it is important to note that teachers who had completed a Master's degree before their Summer Workshop training had a higher mean rating for every teacher classroom behavior item and every teacher leadership behavior but one (collaboration with program colleagues) when compared with teachers who had not completed a Master's degree (see Table F2 in Appendix F and H2 in Appendix H for group means on each survey item). Master's completers were also more likely to report sharing program information with colleagues through informal conversations, in-service training meetings, or through publications (see Table G2 in Appendix G).

This may be because their previous academic experiences better prepared them to understand and internalize the language teaching methods and teacher leadership skills they were taught in the Summer Workshop. Thus they were more prepared to utilize their summer training to make changes in their classrooms and influence their peers. It is also likely that these teachers with advanced degrees were already in more influential teacher leadership roles in their schools and were therefore able to have a wider impact on school curriculum and policy. Their Master's degrees set them apart from other teachers, potentially giving them more experience with policy and curriculum planning and more credibility with peers and supervisors.

Research Question 2: Challenges and Obstacles

The second research question focused on challenges and obstacles that teachers faced as they implemented their program training: *What challenges have Mexican English-language teachers who have participated in the Summer Workshop for English Teachers faced in implementing program training?* I grouped the survey and focus group responses that addressed this research question into three main categories and summarized them below: (a) challenges

with resources, (b) classroom difficulties with students or teaching methods, and (c) unsupportive colleagues and supervisors.

Challenges with resources. One of the most commonly reported obstacles to implementing program training was inadequate resources or technology. Teachers indicated that many of their schools lacked reading materials in English and had outdated or ineffective textbooks. Others complained that students in their schools did not have access to computers for personal study or that there were no computers, projectors, or internet connections in their classrooms. These challenges made using technology as an effective classroom tool very difficult. Large class sizes, in some cases of up to 50 students in a group, also made creating a communicative classroom very challenging. Many teachers expressed frustration with leading effective group work activities with such large class sizes. Other teachers described the ordeal of traveling back and forth between multiple teaching locations, wasting time commuting which might otherwise be used for planning or collaborating with colleagues to improve instruction. Of course, these obstacles are not unique to the workshop participants. These are common problems for many English teachers in Mexico. However, these resource challenges made using Summer Workshop training to create a student-centered, communicative classroom difficult for the newly trained teachers.

Classroom difficulties. Teachers faced challenges with students too. Teachers complained about the lack of student interest and motivation. Although many teachers indicated that the new techniques they learned in the summer program helped catch learner attention and engage students more in class activities, sometimes teachers working with teenagers still found substantial challenges in motivating their students to learn. A few teachers noted that their students were not interested in learning English because they did not see the value in doing so.

While these challenges may be a natural outcome of working with teenagers and young people, other obstacles were more directly related to the implementation of Summer Workshop training. For example, a few teachers said that as they increased the volume of English spoken and used in their classroom and decreased the amount the grammar explanation in Spanish, some students were frustrated. It took time for the students to adjust to an English-only classroom or inductive teaching methods where they had to work hard to understand the lesson and communicate with the teacher. Other teachers experienced difficulties in assessing some of the new activities they implemented in their classrooms like group projects, or even writing assignments. They were accustomed to giving more traditional objective grammar or vocabulary tests and now had to take time now to develop rubrics and benchmarks for student work.

Unsupportive colleagues and supervisors. A common complaint from survey respondents and focus group participants was encountering uninterested or unsupportive colleagues. Newly returned from their summer training experience, teachers were eager to share what they learned with other English teachers. However, some participants found that their colleagues were not very eager to listen. Some of their colleagues felt threatened by the new ideas, were not convinced that the new techniques would work, or were unwilling to change their teaching methods. Others openly criticized what program participants had begun to implement in their classrooms. This made it difficult for the newly trained teachers to collaborate with colleagues. Some former program participants also encountered unsupportive supervisors, whose lack of understanding of communicative language teaching techniques made them intolerant of the occasional noise and controlled chaos of a communicative classroom. For some teachers who saw the need for changes in their school's English teaching curriculum, standards, or policies, some reported that their supervisors (and others) lacked motivation for institutional change.

Research Question 3: Program Impact

The final research question focused on program impact. Survey items and focus group interview questions asked teachers to reflect and comment on the impact that their changes in behavior had made in their classrooms and schools: *What impact has the implementation of program training had on the participating teachers, their students, and the wider English-teaching community?* Their responses are summarized below.

Benefits to participating teachers. The Mexican teachers experienced personal and professional growth as a result of their participation in the summer training. Focus group participants mentioned the study abroad experience as an opportunity to widen their worldview as they were immersed in another culture. The four-week immersion in an English-speaking country also improved participants' English skills and their confidence in communicating with native speakers. Some teachers reported that this new confidence in their language proficiency helped them feel more comfortable speaking English to their students. The program training also gave participants increased confidence in their role as a teacher and in their ability to solve classroom problems. Some of them said their motivation to continue teaching increased because of their summer training. After returning home, many teachers experienced greater trust from supervisors because of their new expertise, which led to greater autonomy in classroom teaching decisions and additional leadership opportunities such as being appointed to work on a curriculum team. In some cases, their newly gained proficiency led directly to a promotion.

Benefits to students. Teachers felt that their students' English skills improved as a direct result of the new Summer Workshop methods and techniques implemented in the classroom. Some teachers reported improved test scores and student grades. Others noted improvements in student attention, motivation, interest, and confidence. They reported that their students also

benefited from the increase in their teachers' cultural knowledge about the United States. Many teachers noticed that their students' interest and motivation improved when they shared their personal experiences from the summer program trip. They were curious about the U.S. and enjoyed learning about an English-speaking country. This in turn motivated their language study.

Benefits to the wider English-teaching community. Despite some of the obstacles teachers faced from uncooperative or disinterested colleagues and supervisors, many of them managed to share their program training with other English teachers in their schools or in neighboring schools. Some participated in workshops or conferences or led online training sessions. Others wrote about what they learned in blogs, newsletters, or journals. Some teachers joined local TESOL affiliates or other professional teacher groups to give and get support from other English teachers. All of this has strengthened the English teaching community, leading to a more professionalized teaching force in Mexico, with a greater capacity to effect change and support positive learning outcomes for students.

Conclusions

This section discusses the findings and the relevance of this study in light of other related research on training evaluation and teacher professional development evaluation. It also points out the need to document evidence of training impact, the necessity for institutional support in implementing changes, the power of positive reinforcement to make changes last, the potential ripple effect that professional development can have on the wider teaching community, and the changes in student motivation as a result of teacher training.

Documenting Training Impact

This study followed the four-step framework for training evaluation established by Kirkpatrick (Kirkpatrick & Kirkpatrick, 2006; 2007) and used by others in educational research

(Desimone, 2009; Guskey, 2000). It went beyond measures of participant satisfaction (Kirkpatrick's level 1 evaluation) or an assessment of teachers' gains in knowledge, attitudes, or skills (level 2) – both of which were assessed by the U.S. host institutions for the Summer Workshop. Instead, this study explored what happened when participants returned home and implemented their program training.

The teachers' behavior changes in the classroom (level 3) influenced student learning outcomes (level 4) including heightened student attention and interest in learning experiences, higher test scores (in some cases), and a greater appreciation for the target culture. The training also led teachers to collaborate more with other teachers, increase their involvement in change initiatives in their schools, or seek out other professional development opportunities. As teachers reached out to others to share what they learned in the Summer Workshop, they became trainers themselves, initiating growth in the broader English-teaching community. To assess training quality and improve teacher development programs, Desimone (2009), Guskey (2000), and Fishman et al. (2003) call for documenting long-term impact of a program. This study provides a description of how the Mexican teachers have implemented program training and the subsequent results and thereby creates a "chain of evidence" (Kirkpatrick & Kirkpatrick, 2007) or "chain of impact" (Phillips & Stone, 2002) which links program content to results in the classroom (Fishman et al., 2003). The findings from this study were consistent with previous research on teacher development training that found that participation in training focused on specific teaching practices was linked to increased use of those techniques in the classrooms (Desimone, et al., 2002).

The study yielded the following recommendations for improving the Summer Workshop content and also a few suggestions for improving the local teaching contexts where the Mexican English-language teachers work.

Need for Institutional Support

The literature highlights the critical need for institutional support in the implementation phase of training in order to maximize the benefits of a professional development program. Guskey (2002) pointed out that organizational support for change is necessary for teachers to be able to apply what they learn in their training program. A lack of administrative support for making curricular and pedagogical changes can be a significant barrier for teachers and may reduce the effectiveness of professional development. This study supports that claim.

One of the complaints that survey respondents and focus group participants in this study often made was about the lack of support they received from colleagues or supervisors after returning home. While most of the teachers had the ability to make changes in their classrooms, many were not able to have the same impact on school-wide initiatives such as curriculum improvements, strengthening assessment standards, or rewriting English teaching policies. It left many of them feeling disappointed and discouraged at their inability to use their newfound knowledge to strengthen their schools.

Kirkpatrick's (2007) four levels of training evaluation are useful in measuring long-term impact when there is an added focus on organizational support for implementing change. When teachers participate in professional development, they may enjoy the experience and learn something new (Kirkpatrick's levels 1 and 2), but if there is not adequate support for change in their institution, they may never be able to implement their training effectively (Kirkpatrick's level 3). Lack of results (level 4) in such a case is not necessarily reflective of the quality of

training, but rather indicates what happens in the absence of resources or an organizational climate conducive to change. This suggests the need for measuring the impact of institutional support (or lack of it) when evaluating the long-term impact of a professional development program. While detailing or documenting institutional support was beyond the scope of this study, the survey items and focus group questions about obstacles that teachers faced clearly reveal that there are some significant hurdles related to institutional support. Guskey's (2002) recommendation to assess institutional support as part of the overall program evaluation chain is valid and could be considered in future studies.

Power of Positive Reinforcement

Changes in behavior (level 3) are linked to results (level 4), but positive level 4 results (e.g., increased student motivation or proficiency gains, positive feedback from colleagues or supervisors towards the new behaviors or leadership skills of the classroom teacher) are also important for maintaining level 3 behavior change. Other research has shown that positive results reinforce the behavioral changes that come from program training (Alliger & Janak, 1989). This study supports that idea. Many of the teachers noted that when they saw the increased excitement and motivation of their students towards the new teaching techniques they implemented from the Summer Workshop, they felt encouraged and had an increase in confidence to continue using the new methods. Likewise, when they received positive feedback from peers or supervisors, they had an increased desire to take on further teacher-leader roles in collaborating with or training others.

Potential Ripple Effect

A report by the National Staff Development Council and the School Redesign Network at Stanford University examines professional development literature and makes recommendations

for reforming in-service teacher training programs. Their report shows that collaborative professional development (when several teachers in a school community learn together) promotes school change more effectively than one teacher learning and trying to implement new ideas on her own (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). While participants in a Summer Workshop cohort typically come from different schools, sometimes several from the same region or city are sent to the same U.S. host institution. If they are encouraged to create a sense of community during their four-week study abroad experience, they can support and sustain each other as they return home and begin to implement their program training.

Other research on teacher development programs has found that professional communication among teachers can enhance and support change in teaching practices following professional development training (Darling-Hammond & McLaughlin, 1995; Garet et al., 2001). Consistent with those findings, the current study showed that Mexican teachers continued collaborating with cohort members long after the summer program finished, relying on each other for teaching ideas, problem solving, and advice. Additionally, as teachers began to share their program training with other English teachers in their schools, they created a “ripple effect” – strengthening the language teaching skills of others in their school communities and in some cases creating the collaborative, supportive environment Darling-Hammon et al. (2009) found to be important for effectively implementing professional development training.

Changes in Student Motivation

With regard to changes in student motivation, this study differed from that of Bando and Li (2014). Mexican English-language students in Bando and Li's study, whose teachers completed professional development training in English and EFL pedagogy, did not show any

differences in their enjoyment of English class or their perception of its importance compared to students whose teachers did not participate in the program training. In contrast, the teachers in this study often commented that the main change they noticed in their students was their increase enthusiasm and interest. This is likely influenced by two factors. The first is that the Summer Workshop was a longer, more intensive pedagogical training experience (120 or more training hours compared to just 10 hours spent on language teaching pedagogy in Bando and Li's study). The other is the effect of the Summer Workshop training occurring within the context of a four-week study abroad experience where teachers experienced the added benefit of cultural immersion. They passed this excitement on to their students by relating stories of their experiences in the U.S.

Limitations of the Study

Program Factors

It should be noted that while the overall goals and objectives of the Summer Workshop for English Teachers were set jointly by COMEXUS and SEP, four different U.S. host universities implemented the program at their own home institutions and their programs were not identical. The specific program content and learning activities varied slightly across institutions. Likewise, program focus evolved as the needs of the participants changed and as each university worked to improve the training program. All of these were factors which no doubt influenced the responses of the English teachers to the survey and focus group questions. Still, the core program goals to improve Mexican teachers' knowledge of language acquisition and EFL teaching methods, improve teaching skills, and promote teacher leadership and capacity building among the participants remained constant throughout the twelve-year implementation and provided a

foundation for individual program design and the creation of the program evaluation criteria that were used in this study.

Limitations of Instruments

This study was based on survey and interview data. Survey data provided self-reported teacher perceptions about the use of program training rather than objective, direct evidence that could have been provided through observations or student achievement measures. However, the instruments in this study revealed a wealth of information and attitudes that helped define the experience of the Mexican teachers as they returned from their training programs (Creswell, 2012; Guskey, 2000). While not all participants were equally articulate and perceptive about the challenges and benefits of implementing program training, they were able to describe their own experience and feelings in a way that could not be observed directly in a classroom setting.

Recommendations for Improved Practice

The findings yielded several recommendations related to improving the Summer Workshop for English Teachers. These proposed changes would help the teachers be more effective in creating communicative classrooms and more positive learning environments for their students. Using the findings from this study, Summer Workshop organizers can make decisions to refine and improve the curriculum. They will be more informed about the obstacles that teachers face in implementing program training and the results they have when applying specific program elements. These suggestions are detailed below, followed by several ideas for improving the quality of the teaching environments where the Mexican English-language teachers work.

Recommendations for the Summer Workshop

Include sessions addressing common obstacles. Many Mexican teachers expressed their surprise and frustration when they confronted challenges in implementing their Summer Workshop training. Often English teachers left the Summer Workshop excited and ready to use all of the new training ideas but were unaware, or at least not focused on, the challenges they would face from their students, their colleagues, their supervisors, and their teaching context. It was easy for some to give up trying to implement their training and go back to the comfortable way they had always taught – even if it was less effective. To help facilitate the changes process, the U.S. institutions could provide a forum during the Summer Workshop for thinking about potential obstacles and working together with peers to create potential solutions *before* teachers return home. Teachers could even create an action plan to help guide them in coping with common obstacles. Teachers should also be encouraged to reach out to their training cohort for support and ideas when necessary as they begin implementing their program training.

Build teacher leadership skills. An important focus of the summer program is helping teachers extend their influence beyond their classroom walls. They are encouraged to share their training with other teachers in both formal and informal ways. To facilitate this, Summer Workshop planners should consider providing teachers with a safe environment within the context of the training program in which to practice developing and leading training workshops. This could be very beneficial in building the experience and confidence of the Mexican teachers as they transition from classroom teachers to teacher leaders and trainers. The teachers need support and experience in order to be successful. Under the guidance of a mentor from the U.S. host institution, Mexican teachers could create an in-service training presentation for colleagues back home. Through this exercise, they would gain valuable insights into the differences

between teaching students and training colleagues. They would learn how to select the appropriate amount of information to share with their peers and to practice presenting it in a way that would be meaningful to their audience. Trainers in the Summer Workshop could embed such opportunities into the final days of the summer program, offering guidance, support, and feedback as necessary. Mexican teachers would then go home with a presentation already prepared to share with teachers at their home institution, making it more likely that they would actually follow through and do so.

Create opportunities to personalize. Throughout the Summer Workshop instruction, it is important for teachers to have the opportunity to think about application. The more they can personalize the techniques or activities they learn about to their own teaching contexts, the more successful they will be in implementing program training. This is especially true with the technology training segments. Assisting the Mexican teachers to reflect on how they will use what they are learning in their own classrooms is essential so that the program training is not just enjoyed and then forgotten. The Summer Workshop could include an action planning component in the final days to help teachers create specific plans for implementing program instruction.

Continue the study abroad component. There is a recent trend towards providing international EFL teachers with online professional development or in-country training. It is certainly very cost effective to train teachers in their home country, and certain aspects of language teacher training could be effectively taught in this way. However, the findings of this study clearly show the substantial impact that the study abroad component had on the participating teachers. After their four-week immersion experience, the teachers felt more confident using English. They felt their English proficiency had improved because of their language immersion experience. The teachers indicated feeling more prepared to talk about

American culture with their students. Some teachers reported that their students were more engaged in their classroom work because the teachers were able to bring the learning to life with stories of their experience living and studying in the U.S. Other teachers reported that their time in the U.S. changed their colleagues' or supervisor's view of them and helped place them in a more influential teacher-leadership role. While in-country training such as that described by Bando and Li (2014) has the potential to increase teachers' classroom skills, it can never provide the language gains or rich cross-cultural experience that participants experience in the Summer Workshop immersion environment.

Create cohorts. When several teachers from one school attend the same training program, they can begin during the training weeks to brainstorm solutions for issues and challenges faced at their school and could design a plan to continue collaborating and supporting one another as they return to their home school. This type of collective participation by teachers from one school or grade level leads to more effective implementation of program training (Garet et al., 2001) and may more fully support teachers to successfully make important classroom or curricular changes. Training teachers in groups that can then create their own ongoing, collaborative forum for continued growth is recommended by several teacher development researchers (Darling-Hammon, 1997; Garet et al., 2001).

Recommendations to Improve the Teaching Context

The primary purpose of the Summer Workshop is to enhance English teaching by building skills that teachers can use to improve classroom instruction and school policies regarding English teaching in Mexico. Yet there are obstacles that prevent the newly trained teachers from fully utilizing their program training. These things may not be easy to change given the inevitable limitations of resources, training, and time. However, several suggestions are

given below to improve the Mexican teachers' home teaching context so they can maximize the benefit of their Summer Workshop experience and its impact on their teaching.

Offer training to supervisors and principals. A frustrating experience for many of the Mexican teachers in this study was coming home from the Summer Workshop with new ideas, inspired to make changes in their classrooms, only to find that their principal or supervisor did not approve. Some administrators showed reluctance to allow the English teachers to create a more communicative classroom environment. Many language teaching techniques that help foster communication and real language use require students to work in pairs or small groups or to move around the classroom. This can appear chaotic to an untrained observer. Offering supervisors even a minimal overview of language teaching/learning principles could help them understand the changes they observe in their newly trained English teachers. They would then be empowered to offer support rather than criticism. While it may be unrealistic for supervisors to attend a full training program, perhaps the newly trained Summer Workshop teachers could develop a supervisor presentation to help administrators understand the language teaching principles they plan to use in their classroom and the rationale behind the anticipated changes in instructional practices.

Consolidate schedules. It is common for Mexican English teachers to work part-time in two or even three schools rather than holding a full time position in one home school. This is a common source of frustration for the teachers. Consolidating teacher schedules could enable English teachers to work in only one school instead of several. This would allow teachers to reduce wasted travel time that could otherwise be used for planning, organizing, or evaluating student work. It might also lead to an increased cohesion and collaboration among the English teachers at a given school.

Reduce class size. Reducing the number of students in language classes may not be feasible, but would certainly improve learning outcomes. Because language is skilled-based rather than content-based learning, it is important that students have adequate opportunities to develop language skills in carefully structured and monitored practice activities. As the class size grows, learning effectiveness is reduced. Teachers are less able to give students one-on-one attention and feedback. The teachers in this study pointed out that with large classes they had a difficult time implementing (and controlling) the communicative activities and group work that are so necessary to build language fluency. Part of the Summer Workshop training includes ideas for working with large classes. However, ideally, class sizes should be limited.

Provide opportunities for teachers to share. In situations where school administrators provided formal opportunities for the newly trained Summer Workshop participants to share what they learned with other teachers, the participants felt increased confidence in their knowledge and teaching skills. Many teachers reported being able to initiate collaborative activities with other English teachers, building a more professional teacher network to reflect on solutions for common challenges. By encouraging these exchanges, administrators could take advantage of a ripple effect – where the training of one of their English teachers improves the knowledge and skills of other English teachers at their school.

Recommendations for Future Research

This study was a beginning point for examining the long-term impact of the Summer Workshop training program. Using Kirkpatrick's (Kirkpatrick, 1979; Kirkpatrick & Kirkpatrick, 2006; 2007) evaluation framework as a guide, it looked at the implementation of program training from the participants' point of view. Outlined below are several suggestions for

extending this long-term impact research for the Summer Workshop and for enhancing teacher professional development programs in general.

Further Research on the Summer Workshop

Continue to monitor long-term impact. Monitoring the long-term impact of this program is important to ensure that the program objectives and curriculum match the needs of participants and provide them with the tools that they need for success in the classroom. As new cohorts of Mexican teachers return home, studies should be completed to discover how teachers were able to implement program training, what obstacles they faced, and what results came from it. This information could then be used to continue making program improvements. Future studies could combine survey and focus group data with student test scores or other objective measures of learning outcomes.

Work with supervisors. The role of institutional support in implementing program training is critical, and it begins with the leadership of supportive supervisors. Darling-Hammond and McLaughlin (1995) suggest that administrators create settings that allow teachers to take risks, admit mistakes and make corrections, and experiment with new teaching techniques. Research could be done to find out how supervisors feel about their role in supporting English teachers. Do they feel the training has helped their teachers? If so how? Do they wish their teachers had additional training or different types of training? These are questions that could be addressed in a follow up study with supervisors or administrators that work with English teachers.

Long-term Impact Model for Future Teacher Training Evaluation Studies

Fishman et al. (2003) call for more research on the impact of teacher professional development: “We continue to know relatively little about what teachers learn from professional

development, let alone what students learn as a result of changed teaching practices” (p. 643). This evaluation study is a step towards discovering what happens after teachers return home from professional development experiences. Future studies on in-service training should continue to examine the long-term impact of training (Kirkpatrick & Kirkpatrick, 2006) so that in-service curriculum designers and program funders can be assured that the training English teachers receive meets the needs of participants and makes a difference in the classroom. Future studies could focus on documenting student learning outcomes once teachers have implemented their Summer Workshop training.

Concluding Statement

Clearly, the Summer Workshop for Mexican English-language teachers has a substantial impact on the Mexican teachers, their students, and the English teaching community. After training, the teachers were better able to help their students reach intended language learning outcomes and have a positive experience learning English. They helped their students develop positive feelings towards the culture of English speaking countries and broadened their global worldview. As teachers shared what they learned with others, they developed their own leadership skills and helped strengthen the knowledge and skills of the teachers around them, thereby improving their schools and their communities. This project was a first step that will hopefully lead to many more studies of the long-term impact of teacher professional development programs.

References

- Alliger, G., & Janak, E. (1989). Kirkpatrick's levels of training criteria: Thirty years later. *Personal Psychology, 42*, 331-342.
- Alliger, G., Tannenbaum, S., Bennett, W., Traver, H., & Shotland, A. (1997). A meta-analysis of the relations among training criteria. *Personal Psychology, 50*, 341-358.
- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology, 41*, 63-105.
- Bando, R., & Li, X. (2014). The effect of in-service teacher training on student learning of English as a Second Language. Working Paper No. IDB-WP-529. Retrieved from: https://54.209.110.9/handle/11319/6596?scope=123456789/12&thumbnail=true&rpp=5&page=3&group_by=none&etal=0
- Berk, R. A. (2006). *Thirteen strategies to measure college teaching*. Sterling, VA: Stylus Publishing, LLC.
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher, 33*(8), 3-15. doi:10.3102/0013189X033008003
- Brown, H. D. (2007). *Teaching by principles*. Upper Saddle River, NJ: Pearson Education.
- Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Research, 6*(1), 97-113. doi:10.1177/1468794106058877
- Bureau of Educational and Cultural Affairs. (2014). Office of English Language Programs. Retrieved from: <http://eca.state.gov/about-bureau-0/organizational-structure/office-english-language-programs>
- Burke, L. A., & Hutchins, H. M. (2008). A study of best practices in training transfer and proposed model of transfer. *Human Resource Development Quarterly, 19*(2), 107-128.
- Busch, M. (1993). Using Likert scales in L2 Research: A researcher comments. *TESOL Quarterly, 27*(4), 733-736.
- Clark, V. L. P., & Creswell, J. W. (2011). *Designing and conducting mixed methods research*. Los Angeles, CA: SAGE Publications.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson.
- Darling-Hammond, L., & McLaughlin, M. W. (1995). Professional development in an era of reform. *Phi Delta Kappan, 76*(8), 597-604.
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development

in the United States and abroad. Working paper, National Staff Development Council and The School Redesign Network at Stanford University.

- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199. doi:10.3102/0013189X08331140
- Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis*, 24, 81-112.
- Fink, L. D. (2007). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.
- Fishman, J. J., Marx, R. W., Best, S., & Tal, R. T. (2003). Linking teacher and student learning to improve professional development in systemic reform. *Teaching and Teacher Education*, 19, 643-658.
- Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Analysis of a national sample of teachers. *American Educational Research Journal*, 38, 915-945.
- Goldschmidt, P., & Phelps, G. (2010). Does teacher professional development affect content and pedagogical knowledge: How much and for how long? *Economics of Education Review* 29:432-439.
- Guskey, T. R. (1986). Staff development and teacher change. *Educational Leadership*, 15(5), 5-12.
- Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59(6), 45-51.
- Hamblin, A. C. (1974). *Evaluation and control of training*. London: McGraw-Hill.
- Holton, E. F. (1996). The flawed four-level evaluation model. *Human Resource Development Quarterly*, 7, 5-21.
- Horwitz, E. K. (1985). Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign Language Annals*, 18(4), 333 - 340.
- Horwitz, E. K. (2013). *Becoming a language teacher: A practical guide to second language learning and teaching* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
- Hug, M., Bergman-Lanier, L., & Rowe, A. (2009, May). *Creating agents of change: Training programs for Mexican educators*. Paper presented at the 61st annual conference of NAFSA: Association of International Educators, LOs Angeles, CA.

- Jacob, B. A., & Lefgren, L. (2004). The impact of teacher training on student achievement: Quasi-experimental evidence from school reform efforts in Chicago. *Journal of Human Resources, 39*.
- Kaufman, R., & Keller, J. M. (1994). Levels of evaluation: Beyond Kirkpatrick. *Human Resource Development Quarterly, 5*(4), 371-380.
- Keogh, R., & Bergman-Lanier, L. (2014). *Long-term impact study: TEFL certificate program*. Unpublished manuscript, Spring International Language Center, University of Arkansas, Fayetteville, Arkansas.
- Keogh, R., Bergman-Lanier, L., & Rauth, C. (2014, October). *The long-term impact of professional development*. Paper presented at the 41st International MEXTESOL Convention, Puebla, Mexico.
- Kirkpatrick, D. L. (1979). Techniques for evaluating training programs. *Training and Development Journal, 6*, 78-92.
- Kirkpatrick, D. L. (1996). Invited reaction: Reaction to Holton article. *Human Resource Development Quarterly, 7*(1), 23–25. doi:10.1002/hrdq.3920070104
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs* (3rd ed.). San Francisco, CA: Berrett-Koehler Publishers.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2007). *Implementing the four levels: A practical guide for effective evaluation of training programs*. San Francisco, CA: Berrett-Koehler Publishers.
- Krathwohl, D. R. (2010). A revision of Bloom's taxonomy: An overview. *Theory Into Practice, 41*(4), 212-218. doi: 10.1207/s15430421tip4104_2
- O'Rourke, N., Hatcher, L., & Stepanski, E. J. (2005). *A step-by-step approach to using SAS for univariate and multivariate statistics*. Cary, NC: SAS Institute and Wiley.
- Parry, S. (1997). *Evaluating the impact of training: A collection of tools and techniques*. Alexandria, VA: American Society for Training and Development.
- Phillips, J. J., & Stone, R. D. (2002). *How to measure training results: A practical guide to tracking the six key indicators*. New York, NY: McGraw-Hill.
- Praslova, L. (2010). Adaptation of Kirkpatrick's four level model of training criteria to assessment of learning outcomes and program evaluation in Higher Education. *Educational Assessment, Evaluation and Accountability, 22*(3), 215–225. doi:10.1007/s11092-010-9098-7
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula, T. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (pp. 102-119). New York: Simon & Schuster Macmillan.

The Center for Teaching and Learning. (2014). Bloom's taxonomy of educational objectives.
Retrieved from: <https://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/blooms-educational-objectives>

Appendix A

Institutional Review Board Approval Letter

DATE: October 3, 2014

TO: Rochelle Keogh
James Hammons

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 14-09-130

Protocol Title: *Long-Term Impact of Professional Development for Mexican English Teachers*

Review Type: EXEMPT EXPEDITED FULL IRB

Approved Project Period: Start Date: 10/03/2014 Expiration Date: 09/30/2015

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<http://vpred.uark.edu/210.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 1,200 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at [email address].

Appendix B

Invitation to Participate in a Survey about the Summer Workshop for English Teachers

Study Title: Long-term Impact of Professional Development for Mexican English Teachers

Dear Mexican English teacher,

As a former participant in the Summer Workshop for English Teachers, you received training in English teaching methods at a U.S. institution. I am interested to know how the training that you received has impacted your teaching, your students, and your own professional development. I invite you to participate in this study by completing a short survey (see the link below).

There are no risks to participating in the survey. The information and data from this project will be used to help faculty and staff members understand the long-term impact of the training program with the hope that we can continue to improve and meet the needs of Mexican teachers.

Your participation in the research is completely voluntary and confidential. You are free to refuse to participate in the survey and to withdraw at any time. However, we greatly appreciate your taking about 15 minutes to review and answer this survey.

In the event of any publication or presentation resulting from this research, no personally identifiable information will be shared. Results from the research will be reported as aggregate data. All information collected will be kept confidential to the extent allowed by law and University policy.

If you have any questions about the survey, please contact principal researcher Rochelle Keogh: [email address]. You may also contact the University of Arkansas Research Compliance office listed below if you have questions about your rights as a participant, or to discuss any concerns about, or problems with the research. Ro Windwalker, CIP, Institutional Review Board Coordinator, Research Compliance, [email address].

INFORMED CONSENT

By clicking the link below to participate in this study, I confirm that I understand the purpose of the study as well as the potential benefits and risks that are involved. I understand that participation is voluntary and I consent to take part in the research.

Survey link

Appendix C

Survey

The purpose of this survey is to learn how your participation in the Summer Workshop for English Teachers at a U.S. institution has impacted your classroom teaching and your professional development. There are no risks to participating in the study. The information and data from this project will be used to help faculty and staff members understand the long-term impact of the training program with the hope that we can continue to improve and meet the needs of Mexican teachers.

Your participation in the research is completely voluntary and confidential. You are free to refuse to participate in the survey and to withdraw at any time. However, we greatly appreciate your taking about 15 minutes to review and answer this survey. Your answers will help to ensure program development and future opportunities for other Mexican teachers.

*In the event of any publication or presentation resulting from this research, no personally identifiable information will be shared. Results from the research will be reported as aggregate data. All information collected will be kept confidential to the extent allowed by law and University policy. If you have any questions about the survey, please contact *.*

1. What year did you attend the Summer Workshop for English teachers sponsored by *Secretaría de Educación Pública* (SEP) and COMEXUS (Fulbright Commission) and managed and hosted at a university in the United States?

2. Which U.S. institution hosted the Summer Workshop for English teachers that you attended?
 - a. [University 1]
 - b. [University 2]
 - c. [University 3]
 - d. [University 4]

3. Are you currently teaching English? (please choose the best response)
 - a. Yes. Teaching English is 100% of my job.
 - b. Yes. Teaching English is my main job, but I also have administrative responsibilities at my school.
 - c. Yes. I teach English, but I also have teaching responsibilities in other subjects.
 - d. Yes. I am an English teacher-trainer (choose this option if as part or all of your teaching responsibilities you regularly lead training classes for English teachers or students who are studying to become English teachers).
 - e. No. I am not currently teaching English (please indicate your current job in the comments below).

4. If you are NOT currently teaching English, did you teach English after completing the Summer Workshop for English Teachers at the U.S. host university?
 - a. No. I did not teach English after completing the Summer Workshop for English Teachers.
 - b. Yes. I taught English for less than one year after completing the Summer Workshop for English Teachers.
 - c. Yes. I taught English for one year (or more) after completing the Summer Workshop.

5. If you are NOT currently teaching English, what are the main reasons that you are not currently teaching the English language in your school or community?

6. How large is the city where you teach?
 - a. more than 2,000,000 people
 - b. 50,001 to 2,000,000 people
 - c. 5,001 to 50,000 people
 - d. 5,000 people or less

7. What is the native language of the majority of your students? (please choose the best response)
 - a. Spanish
 - b. An indigenous language (please specify in the comments below):
 - c. Other (please specify in the comments below):

8. BEFORE the Summer Workshop for English Teachers, what formal training did you have in teaching English?
 - a. I had received teacher training specific to English-language acquisition or English-language teaching methods.
 - b. I had received teacher training specific to teaching Spanish or languages other than English.
 - c. I had received teacher training, but no training in language acquisition or language teaching methods.
 - d. I had received no teacher training at all.

9. What was your highest level of education / training BEFORE the four-week Summer Workshop for English Teachers at the U.S. university?
- High School (*prepa*)
 - Normal Superior*
 - Licenciatura* (Bachelor of Arts): What institution? Where in Mexico?
 - Maestria* (Master of Arts): What institution? Where in Mexico?
 - Other? (Specify name and type of program in the comments below):
10. BEFORE the Summer Workshop for English Teachers, how many years of LANGUAGE teaching experience did you have?
- 0-2 years of language teaching experience
 - 3-5 years of language teaching experience
 - 6-10 years of language teaching experience
 - More than 10 years of language teaching experience
11. Rate the impact of the Summer Workshop for English Teachers on your classroom teaching upon your return to Mexico: (scale 1-4: strongly disagree to strongly agree)
- This program helped me improve my own English language skills.
 - This program changed my approach to language teaching.
 - I am using the program materials (handouts, textbooks, or digital files) in my classroom.
 - I have implemented a project or activity that I learned about during the teacher training program (service learning, project-based learning, literacy project, culture surveys, etc.).
 - I am using technology in new ways in my classroom as a result of the training from this program.
 - I am better able to explain language and U.S. culture to my students because of my participation in this program.
 - My students have shown an improvement in their MOTIVATION to learn English since I implemented ideas from the Summer Workshop training.
 - My students have shown an improvement in their PROGRESS learning English since I implemented ideas from the Summer Workshop training.
12. Comment on how the Summer Workshop training has had an impact on your classroom teaching, including examples of changes you have made or English-language teaching strategies that you are now applying in your planning and teaching as a result of the Summer Workshop training program. Please list concrete examples of any success that you and your students have had because of the program training.

13. Did you face obstacles when you tried to implement new ideas that you learned in the Summer Workshop for English Teachers? If so, how did you overcome them?
14. Rate the impact of the Summer Workshop for English Teachers on your teacher leadership. (1-4: strongly disagree to strongly agree)
- I have used / am using ideas from the Summer Workshop to improve my collaboration with my Mexican colleagues.
 - I have used / am using ideas from the Summer Workshop to make changes in my school's or department's English curriculum or standards.
 - I have used / am using ideas from the Summer Workshop to make changes in my school's or department's policies or programs.
 - I have kept in touch with some of my Mexican and / or international colleagues from the Summer Workshop at the U.S. university.
 - I have collaborated / am collaborating on a project with U.S. or Mexican teachers that I met during the Summer Workshop for English Teachers.
15. I have shared what I learned about teaching or U.S. culture with colleagues or others in the following ways (check all that apply):
- I have had informal conversations with colleagues in my home school community about what I learned in the Summer Workshop.
 - I have led an in-service workshop at my school to pass on the knowledge and skills I gained in the Summer Workshop.
 - I have led an in-service workshop at other schools or with other groups of teachers outside my home school to pass on the knowledge and skills I gained in the Summer Workshop.
 - I have applied to present what I learned at a professional conference.
 - I have given a presentation at a professional conference in my city, region, and/or at MEXTESOL about what I learned in the Summer Workshop.
 - I have written about what I learned in the program and shared it with others (newsletter, school publication, teacher blog, journal article, etc.).
16. Describe how you have shared ideas from the Summer Workshop for English Teachers with others. Please list concrete examples.
17. In what ways has the Summer Workshop for English Teachers influenced your work OUTSIDE the classroom in your home school community? (for example: your collaboration with other teachers, your leadership roles in your school, your participation in further faculty development, your leading in-service meetings and / or training other teachers, or your career - raises, promotions, new opportunities, etc.)

18. Has the Summer Workshop training had any NEGATIVE impact on your classroom, your students, or you professionally? If so, please describe it in the comments below.
 - a. Yes
 - b. No

19. Do you have any other ideas / suggestions / insights that you would like to share about the impact of the Summer Workshop for English Teachers at the U.S. University on you personally, on your teaching and leadership opportunities, and on your professional development?

Appendix D

Informed Consent to Participate in a Focus Group Interview about the Summer Workshop for English Teachers

Study Title: Long-term Impact of Professional Development for Mexican English Teachers
Principal Researcher: Rochelle Keogh

As a former participant in the **Summer Workshop for English Teachers**, you received training in English teaching methods at a U.S. institution. This interview will help us know how the training that you received has impacted your teaching, your students, and your own professional development.

There are no risks to participating in this interview. The information and data from this project will be used to help faculty and staff members understand the long-term impact of the training program with the hope that we can continue to improve and meet the needs of Mexican teachers. The focus group interview is expected to last 45-60 minutes.

Your participation in the research is completely voluntary and confidential. You are free to refuse to participate in the interview and to withdraw at any time.

In the event of any publication or presentation resulting from this research, no personally identifiable information will be shared. Results from the research will be reported as aggregate data. All information collected will be kept confidential to the extent allowed by law and University policy.

If you have any questions about the study, please contact Rochelle Keogh: [email address]. You may also contact the University of Arkansas Research Compliance office listed below if you have questions about your rights as a participant, or to discuss any concerns about, or problems with the research. Ro Windwalker, CIP, Institutional Review Board Coordinator, Research Compliance, [email address].

INFORMED CONSENT

By signing below, I agree to participate in this study. I confirm that understand the purpose of the study as well as the potential benefits and risks that are involved. I understand that participation is voluntary and I consent to take part in the research.

(Name)

(Date)

Appendix E

Focus Group Interview Protocol

1. Give some specific examples of what you have done to implement or use in your own classroom what you learned in the Summer Workshop for English Teachers.
2. Have your students benefited from the training you received? If so, how?
3. Did you face any obstacles when you began implementing what you learned in your training program? (Follow up questions may prompt teachers to talk about any key people who supported the changes they were trying to make – administrators, fellow teachers, U.S. trainers, etc. and any specific roadblocks they faced)
4. How do you feel you have changed personally and professionally as a result of your involvement in the Summer Workshop for English Teachers? (Follow-up questions may prompt teachers to reflect on teacher leadership roles they have taken on or the changes in their confidence in teaching and leading as a result of the training).
5. Is there anything else that you would like to share about your post-workshop experience?

Appendix F

Perceived Impact on Classroom Teaching

The following tables report the respondents' perceptions of the impact of the Summer Workshop training on their classroom teaching. The responses are broken down by the independent variables: size of the city where the teachers work (Table F1), highest level of education completed before participation in the Summer Workshop (Table F2), the degree and type of teacher training received before participation in the Summer Workshop (Table F3), and amount of prior teaching experience (Table F4).

Table F1 <i>Perceived Impact on Classroom Teaching Others by Population of City Where Survey Participants Teach); Mean Responses; Scale 1 (Strongly Disagree) to 4 (Strongly Agree); N=156</i>			
Perceived Impact	<u>Population of City Where Teachers Work</u>		
	More than 2,000,000 people <i>n</i> =32	50,001 to 2,000,000 people <i>n</i> =90	50,000 or fewer people <i>n</i> =33
Training program improved participant's English	<i>M</i> =3.84 <i>SD</i> =0.37	<i>M</i> =3.64 <i>SD</i> =0.48	<i>M</i> =3.75 <i>SD</i> =0.44
Training program changed participant's approach to language teaching	<i>M</i> =3.43 <i>SD</i> =0.63	<i>M</i> =3.51 <i>SD</i> =0.61	<i>M</i> =3.53 <i>SD</i> =0.51
Participant uses materials from the training program in his/her classroom	<i>M</i> =3.00 <i>SD</i> =0.63	<i>M</i> =3.26 <i>SD</i> =0.57	<i>M</i> =3.25 <i>SD</i> =0.67
Participant has implemented a project or activity from the training program	<i>M</i> =3.06 <i>SD</i> =0.73	<i>M</i> =3.27 <i>SD</i> =0.77	<i>M</i> =3.25 <i>SD</i> =0.76
Participant uses technology in new ways in the classroom as a result of the training program	<i>M</i> =3.23 <i>SD</i> =0.72	<i>M</i> =3.09 <i>SD</i> =0.79	<i>M</i> =2.91 <i>SD</i> =0.93
Participant is better able to explain U.S culture	<i>M</i> =3.58 <i>SD</i> =0.56	<i>M</i> =3.72 <i>SD</i> =0.53	<i>M</i> =3.53 <i>SD</i> =0.62
Students have shown improved motivation since teacher implemented program training	<i>M</i> =3.52 <i>SD</i> =0.63	<i>M</i> =3.39 <i>SD</i> =0.56	<i>M</i> =3.38 <i>SD</i> =0.71
Students have shown improved progress in learning English since teacher implemented program training	<i>M</i> =3.42 <i>SD</i> =0.62	<i>M</i> =3.27 <i>SD</i> =0.63	<i>M</i> =3.33 <i>SD</i> =0.66

Table F2
Perceived Impact on Classroom Teaching by Highest Level of Education Completed Prior to the Summer Workshop; Mean Responses; Scale 1 (Strongly Disagree) to 4 (Strongly Agree); N=156

Perceived Impact	Highest Level of Education		
	Normal superior <i>n</i> =20	Bachelor's degree <i>n</i> =79	Master's degree <i>n</i> =48
Training program improved participant's English	<i>M</i> =3.70 <i>SD</i> =0.47	<i>M</i> =3.73 <i>SD</i> =0.45	<i>M</i> =3.62 <i>SD</i> =0.49
Training program changed participant's approach to language teaching	<i>M</i> =3.50 <i>SD</i> =0.76	<i>M</i> =3.40 <i>SD</i> =0.57	<i>M</i> =3.60 <i>SD</i> =0.54
Participant uses materials from the training program in his/her classroom	<i>M</i> =3.10 <i>SD</i> =0.72	<i>M</i> =3.19 <i>SD</i> =0.60	<i>M</i> =3.26 <i>SD</i> =0.57
Participant has implemented a project or activity from the training program	<i>M</i> =3.05 <i>SD</i> =0.69	<i>M</i> =3.17 <i>SD</i> =0.77	<i>M</i> =3.36 <i>SD</i> =0.76
Participant uses technology in new ways in the classroom as a result of the training program	<i>M</i> =3.00 <i>SD</i> =0.73	<i>M</i> =3.03 <i>SD</i> =0.88	<i>M</i> =3.28 <i>SD</i> =0.62
Participant is better able to explain U.S culture	<i>M</i> =3.50 <i>SD</i> =0.61	<i>M</i> =3.65 <i>SD</i> =0.61	<i>M</i> =3.72 <i>SD</i> =0.45
Students have shown improved motivation since teacher implemented program training	<i>M</i> =3.45 <i>SD</i> =0.60	<i>M</i> =3.32 <i>SD</i> =0.65	<i>M</i> =3.47 <i>SD</i> =0.55
Students have shown improved progress in learning English since teacher implemented program training	<i>M</i> =3.25 <i>SD</i> =0.64	<i>M</i> =3.23 <i>SD</i> =0.66	<i>M</i> =3.44 <i>SD</i> =0.58

Table F3

Perceived Impact on Classroom Teaching by Formal Teacher Training Received Prior to the Summer Workshop; Mean Responses; Scale 1 (Strongly Disagree) to 4 (Strongly Agree); N=155

Perceived Impact	<u>Formal Teacher Training</u>			
	English-language teacher training <i>n</i> =128	Other languages teacher training <i>n</i> =5	Teacher training not related to teaching languages <i>n</i> =14	No formal teacher training at all <i>n</i> =8
Training program improved participant's English	<i>M</i> =3.69 <i>SD</i> =0.47	<i>M</i> =4.00 <i>SD</i> =0.00	<i>M</i> =3.86 <i>SD</i> =0.36	<i>M</i> =3.50 <i>SD</i> =0.53
Training program changed participant's approach to language teaching	<i>M</i> =3.47 <i>SD</i> =0.59	<i>M</i> =3.67 <i>SD</i> =0.58	<i>M</i> =3.64 <i>SD</i> =0.63	<i>M</i> =3.50 <i>SD</i> =0.53
Participant uses materials from the training program in his/her classroom	<i>M</i> =3.17 <i>SD</i> =0.60	<i>M</i> =3.67 <i>SD</i> =0.58	<i>M</i> =3.29 <i>SD</i> =0.61	<i>M</i> =3.25 <i>SD</i> =0.71
Participant has implemented a project or activity from the training program	<i>M</i> =3.22 <i>SD</i> =0.77	<i>M</i> =3.33 <i>SD</i> =0.58	<i>M</i> =3.21 <i>SD</i> =0.70	<i>M</i> =3.00 <i>SD</i> =0.76
Participant uses technology in new ways in the classroom as a result of the training program	<i>M</i> =3.06 <i>SD</i> =0.83	<i>M</i> =3.33 <i>SD</i> =0.58	<i>M</i> =3.14 <i>SD</i> =0.66	<i>M</i> =3.13 <i>SD</i> =0.83
Participant is better able to explain U.S culture	<i>M</i> =3.61 <i>SD</i> =0.58	<i>M</i> =4.00 <i>SD</i> =0.00	<i>M</i> =3.93 <i>SD</i> =0.27	<i>M</i> =3.50 <i>SD</i> =0.53
Students have shown improved motivation since teacher implemented program training	<i>M</i> =3.39 <i>SD</i> =0.60	<i>M</i> =3.00 <i>SD</i> =1.00	<i>M</i> =3.86 <i>SD</i> =0.36	<i>M</i> =3.13 <i>SD</i> =0.64
Students have shown improved progress in learning English since teacher implemented program training	<i>M</i> =3.32 <i>SD</i> =0.62	<i>M</i> =3.00 <i>SD</i> =1.00	<i>M</i> =3.43 <i>SD</i> =0.76	<i>M</i> =3.25 <i>SD</i> =0.46

Table F4

Perceived Impact on Classroom Teaching by Teaching Experience Prior to the Summer Workshop; Mean Responses; Scale 1 (Strongly Disagree) to 4 (Strongly Agree); N=157

Perceived Impact	<u>Teaching Experience</u>		
	0-5 years <i>n</i> =54	6-10 years <i>n</i> =50	11+ years <i>n</i> =53
Training program improved participant's English	<i>M</i> =3.69 <i>SD</i> =0.47	<i>M</i> =3.73 <i>SD</i> =0.45	<i>M</i> =3.69 <i>SD</i> =0.47
Training program changed participant's approach to language teaching	<i>M</i> =3.60 <i>SD</i> =0.57	<i>M</i> =3.44 <i>SD</i> =0.59	<i>M</i> =3.44 <i>SD</i> =0.61
Participant uses materials from the training program in his/her classroom	<i>M</i> =3.22 <i>SD</i> =0.50	<i>M</i> =3.22 <i>SD</i> =0.60	<i>M</i> =3.16 <i>SD</i> =0.71
Participant has implemented a project or activity from the training program	<i>M</i> =3.16 <i>SD</i> =0.64	<i>M</i> =3.36 <i>SD</i> =0.68	<i>M</i> =3.16 <i>SD</i> =0.90
Participant uses technology in new ways in the classroom as a result of the training program	<i>M</i> =3.06 <i>SD</i> =0.81	<i>M</i> =3.09 <i>SD</i> =0.79	<i>M</i> =3.10 <i>SD</i> =0.83
Participant is better able to explain U.S culture	<i>M</i> =3.73 <i>SD</i> =0.45	<i>M</i> =3.60 <i>SD</i> =0.65	<i>M</i> =3.61 <i>SD</i> =0.57
Students have shown improved motivation since teacher implemented program training	<i>M</i> =3.43 <i>SD</i> =0.54	<i>M</i> =3.42 <i>SD</i> =0.62	<i>M</i> =3.39 <i>SD</i> =0.67
Students have shown improved progress in learning English since teacher implemented program training	<i>M</i> =3.34 <i>SD</i> =0.52	<i>M</i> =3.33 <i>SD</i> =0.71	<i>M</i> =3.28 <i>SD</i> =0.67

Appendix G

Ways Teachers Shared Program Training

The following table reports ways respondents shared their Summer Workshop training with others. The responses are broken down by the independent variables: size of the city where the teachers work (Table G1), highest level of education completed before participation in the Summer Workshop (Table G2), the degree and type of teacher training received before participation in the Summer Workshop (Table G3), and amount of prior teaching experience (Table G4).

Table G1 <i>Ways Teachers Shared Program Training with Others by Population of City Where Survey Participants Teach (N=155)</i>						
	Informal conversations with colleagues	In-service training at own school	In-service training at another school	Applied to present at a professional conference	Presented at a professional conference	Wrote or published ideas from program training
More than 2,000,000 people	87.5% <i>n</i> =28	34.38% <i>n</i> =11	31.25% <i>n</i> =10	31.25% <i>n</i> =10	15.63% <i>n</i> =5	9.38% <i>n</i> =3
50,001 to 2,000,000 people	84.44% <i>n</i> =76	37.78% <i>n</i> =34	26.67% <i>n</i> =24	14.44% <i>n</i> =13	10.00% <i>n</i> =9	12.22% <i>n</i> =11
50,000 people or less	78.79% <i>n</i> =26	45.45% <i>n</i> =15	21.21% <i>n</i> =7	9.09% <i>n</i> =3	18.18% <i>n</i> =6	21.21% <i>n</i> =7

Table G2

Ways Teachers Shared Program Training with Others by Highest Level of Education Completed Prior to the Summer Workshop (N=156)

	Informal conversations with colleagues	In-service training at own school	In-service training at another school	Applied to present at a professional conference	Presented at a professional conference	Wrote or published ideas from program training
High School	75.00% n=3	25.00% n=1	25.00% n=1	50.00% n=2	25.00% n=1	0% n=0
Normal Superior	85.00% n=17	25.00% n=5	25.00% n=5	20.00% n=4	5.00% n=1	10.00% n=2
Bachelor's degree	78.48% n=62	32.91% n=26	25.32% n=20	8.86% n=7	10.13% n=8	8.86% n=7
Master's degree	93.75% n=45	56.25% n=27	33.33% n=16	31.25% n=15	22.92% n=11	29.17% n=14
Other	80.00% n=4	40.00% n=2	0% n=0	0% n=0	0% n=0	0% n=0

Table G3

Ways Teachers Shared Program Training with Others by Formal Teacher Training Received Prior to the Summer Workshop (N=155)

	Informal conversations with colleagues	In-service training at own school	In-service training at another school	Applied to present at a professional conference	Presented at a professional conference	Wrote or published ideas from program training
English-language teacher training	84.38% <i>n</i> =108	36.72% <i>n</i> =47	21.88% <i>n</i> =28	16.41% <i>n</i> =21	11.72% <i>n</i> =15	14.06% <i>n</i> =18
Other languages teacher training	40.00% <i>n</i> =2	20.00% <i>n</i> =1	40.00% <i>n</i> =2	40.00% <i>n</i> =2	0% <i>n</i> =0	20.00% <i>n</i> =1
Teacher training not related to teaching languages	92.86% <i>n</i> =13	42.86% <i>n</i> =6	64.29% <i>n</i> =9	14.29% <i>n</i> =2	21.43% <i>n</i> =3	21.43% <i>n</i> =3
No formal teacher training at all	100% <i>n</i> =8	62.50% <i>n</i> =5	37.50% <i>n</i> =3	37.50% <i>n</i> =3	37.50% <i>n</i> =3	12.50% <i>n</i> =1

Table G4

Ways Teachers Shared Program Training with Others by Teaching Experience Prior to the Summer Workshop (N=157)

	Informal conversations with colleagues	In-service training at own school	In-service training at another school	Applied to present at a professional conference	Presented at a professional conference	Wrote or published ideas from program training
0-5 years	87.04% <i>n</i> =47	25.93% <i>n</i> =14	27.78% <i>n</i> =15	14.81% <i>n</i> =8	7.41% <i>n</i> =4	11.11% <i>n</i> =6
6-10 years	80.00% <i>n</i> =40	42.00% <i>n</i> =21	24.00% <i>n</i> =12	16.00% <i>n</i> =8	18.00% <i>n</i> =9	14.00% <i>n</i> =7
10+ years	84.91% <i>n</i> =45	49.06% <i>n</i> =26	28.30% <i>n</i> =15	22.64% <i>n</i> =12	15.09% <i>n</i> =8	18.87% <i>n</i> =10

Appendix H

Perceived Impact on Teacher Leadership Behaviors

The following tables report the respondents' perceptions of the impact of the Summer Workshop training on their teacher leadership skills and behavior. The responses are broken down the independent variables: size of the city where the teachers work (Table H1), highest level of education completed before participation in the Summer Workshop (Table H2), the degree and type of teacher training received before participation in the Summer Workshop (Table H3), and amount of prior teaching experience (Table H4).

Table H1 <i>Perceived Impact on Teacher Leadership Behaviors by Population of City Where Survey Participants Teach; Mean Responses; Scale 1 (Strongly Disagree) to 4 (Strongly Agree); N=155</i>			
Perceived Impact	<u>Population of City Where Teachers Work</u>		
	More than 2,000,000 people <i>n</i> =32	50,001 to 2,000,000 people <i>n</i> =90	50,000 or fewer people <i>n</i> =33
Increased collaboration with colleagues	<i>M</i> =3.26 <i>SD</i> =0.68	<i>M</i> =3.25 <i>SD</i> =0.70	<i>M</i> =3.39 <i>SD</i> =0.72
Made changes to school curriculum or standards	<i>M</i> =2.97 <i>SD</i> =0.75	<i>M</i> =2.85 <i>SD</i> =0.86	<i>M</i> =3.03 <i>SD</i> =0.66
Made changes to school policies	<i>M</i> =2.90 <i>SD</i> =0.76	<i>M</i> =2.68 <i>SD</i> =0.83	<i>M</i> =2.67 <i>SD</i> =0.76
Kept in touch with colleagues from the program	<i>M</i> =3.19 <i>SD</i> =0.95	<i>M</i> =3.19 <i>SD</i> =0.91	<i>M</i> =3.20 <i>SD</i> =0.76
Collaborated with colleagues from the program on projects or lessons	<i>M</i> =1.84 <i>SD</i> =1.00	<i>M</i> =1.99 <i>SD</i> =0.88	<i>M</i> =2.07 <i>SD</i> =0.64

Table H2

Perceived Impact on Teacher Leadership Behaviors by Highest Level of Education Completed Prior to the Summer Workshop; Mean Responses; Scale 1 (Strongly Disagree) to 4 (Strongly Agree); N=156

Perceived Impact	<u>Highest Level of Education</u>		
	Normal superior <i>n</i> =20	Bachelor's degree <i>n</i> =79	Master's degree <i>n</i> =48
Increased collaboration with colleagues	<i>M</i> =3.10 <i>SD</i> =0.64	<i>M</i> =3.25 <i>SD</i> =0.72	<i>M</i> =3.40 <i>SD</i> =0.68
Made changes to school curriculum or standards	<i>M</i> =2.55 <i>SD</i> =0.83	<i>M</i> =2.87 <i>SD</i> =0.81	<i>M</i> =3.17 <i>SD</i> =0.73
Made changes to school policies	<i>M</i> =2.21 <i>SD</i> =0.79	<i>M</i> =2.72 <i>SD</i> =0.79	<i>M</i> =2.93 <i>SD</i> =0.73
Kept in touch with colleagues from the program	<i>M</i> =2.84 <i>SD</i> =0.90	<i>M</i> =3.07 <i>SD</i> =0.95	<i>M</i> =3.38 <i>SD</i> =0.77
Collaborated with colleagues from the program on projects or lessons	<i>M</i> =1.68 <i>SD</i> =0.58	<i>M</i> =2.04 <i>SD</i> =0.84	<i>M</i> =2.02 <i>SD</i> =0.95

Table H3

Perceived Impact on Teacher Leadership Behaviors by Formal Teacher Training Received Prior to the Summer Workshop; Mean Responses; Scale 1 (Strongly Disagree) to 4 (Strongly Agree); N=155

Perceived Impact	<u>Formal Teacher Training</u>			
	English-language teacher training <i>n</i> =128	Other languages teacher training <i>n</i> =5	Teacher training not related to teaching languages <i>n</i> =14	No formal teacher training at all <i>n</i> =8
Increased collaboration with colleagues	<i>M</i> =3.25 <i>SD</i> =0.72	<i>M</i> =3.33 <i>SD</i> =0.58	<i>M</i> =3.36 <i>SD</i> =0.63	<i>M</i> =3.50 <i>SD</i> =0.53
Made changes to school curriculum or standards	<i>M</i> =2.86 <i>SD</i> =0.82	<i>M</i> =3.00 <i>SD</i> =1.00	<i>M</i> =3.07 <i>SD</i> =0.73	<i>M</i> =3.25 <i>SD</i> =0.46
Made changes to school policies	<i>M</i> =2.68 <i>SD</i> =0.80	<i>M</i> =2.50 <i>SD</i> =0.71	<i>M</i> =2.69 <i>SD</i> =0.85	<i>M</i> =3.29 <i>SD</i> =0.49
Kept in touch with colleagues from the program	<i>M</i> =3.23 <i>SD</i> =0.85	<i>M</i> =2.00 <i>SD</i> =1.00	<i>M</i> =3.38 <i>SD</i> =0.65	<i>M</i> =2.63 <i>SD</i> =1.30
Collaborated with colleagues from the program on projects or lessons	<i>M</i> =1.92 <i>SD</i> =0.85	<i>M</i> =2.33 <i>SD</i> =1.53	<i>M</i> =2.31 <i>SD</i> =0.75	<i>M</i> =2.00 <i>SD</i> =0.93

Table H4

Perceived Impact on Teacher Leadership Behaviors by Teaching Experience Prior to the Summer Workshop; Mean Responses; Scale 1 (Strongly Disagree) to 4 (Strongly Agree); N=157

Perceived Impact	<u>Teaching Experience</u>		
	0-5 years <i>n</i> =54	6-10 years <i>n</i> =50	11+ years <i>n</i> =53
Increased collaboration with colleagues	<i>M</i> =3.30 <i>SD</i> =0.61	<i>M</i> =3.31 <i>SD</i> =0.73	<i>M</i> =3.24 <i>SD</i> =0.75
Made changes to school curriculum or standards	<i>M</i> =2.90 <i>SD</i> =0.84	<i>M</i> =3.00 <i>SD</i> =0.77	<i>M</i> =2.86 <i>SD</i> =0.79
Made changes to school policies	<i>M</i> =2.56 <i>SD</i> =0.92	<i>M</i> =2.88 <i>SD</i> =0.70	<i>M</i> =2.73 <i>SD</i> =0.74
Kept in touch with colleagues from the program	<i>M</i> =3.12 <i>SD</i> =0.85	<i>M</i> =3.20 <i>SD</i> =0.81	<i>M</i> =3.24 <i>SD</i> =0.99
Collaborated with colleagues from the program on projects or lessons	<i>M</i> =2.12 <i>SD</i> =0.86	<i>M</i> =1.84 <i>SD</i> =0.86	<i>M</i> =1.94 <i>SD</i> =0.84