Supervisor perceptions of their multicultural training needs for working with English language learning supervisees

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Overview of the Research Problem

• The awareness of language issues in supervision and my own supervision experiences intrigues me and motivates me to learn about multicultural supervision between supervisors who are first language English speakers (FLES) and supervisees whose first language is not English.
Overview of the Research Problem

- English language learners (ELLs) constitute the fastest growing segment of the population in the United States (Kanno & Cromley, 2013; Uro & Barrio, 2013).
- International students are present in close to half of the Council for the Accreditation of Counseling and Related Educational Programs (Kok-Mun, 2006). Only a small number of these international students speak English as first language (Chin, 2002).
• Although Gonzalez (1997) suggested supervisors attend to language issues, in the two more current models (Ancis & Ladany, 2010; Garrett et al, 2001), culture refers to race, gender, ethnicity, sexual orientation, disability status, socioeconomic status, age, religion, and the intersections of these factors. A notable omission is the acknowledgement of linguistic differences.
1. To explore FLES supervisors’ perceptions of their multicultural training needs for working with ELL supervisees

2. To formulate a grounded theory of supervisor multicultural training needs
## Research Questions

### Central Question

How do FLES supervisors perceive their training needs regarding the multicultural competence needed to effectively supervise ELL supervisees?

### Sub-questions

1. What are FLES supervisors’ perceptions of their training needs with regards to the multicultural awareness needed to effectively supervise ELL supervisees?
2. What are FLES supervisors’ perceptions of their training needs with regards to the multicultural knowledge needed to effectively supervise ELL supervisees?
3. What are FLES supervisors’ perceptions of their training needs with regards to the multicultural skills needed to effectively supervise ELL supervisees?
Participants

I contacted doctoral level supervision course instructors or clinical coordinators and department chairs in CACREP programs at the selected 64 universities to identify participants and obtain email addresses for potential participants.
Participants

The 10 participants interviewed self-identified as first language English-speakers who were providing clinical supervision in a CACREP program.
## Data Collection Procedures

<table>
<thead>
<tr>
<th>Data Collection Procedures</th>
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<tbody>
<tr>
<td><strong>Descriptive Data Questionnaire</strong></td>
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<tr>
<td>Professional, cultural, and linguistic</td>
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<tr>
<td>backgrounds</td>
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<tr>
<td><strong>First Round</strong></td>
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<tr>
<td>25-40 minutes in length</td>
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<tr>
<td>face-to-face or via Skype or by phone</td>
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<td><strong>Second Round</strong></td>
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<tr>
<td>10-25 minutes in length</td>
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<td>face-to-face or via Skype or by phone</td>
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Researcher Sensitivity

Strategies for keeping researcher sensitivity

Four Major Components

- Reflexive Journal
- Research Team
- Independent Auditor
- Member Checking
Data Analysis

4 Phases of Data Analysis (Charmaz, 2006)

**Four Major Components**

- Initial line by line coding
- Focused coding

- memo-writing
  - throughout the research process

- theoretical sampling
  - compare codes with each other, initial codes, and the emerging categories

- theory reconstruction
  - FLES supervisor perceptions of their training needs for working with ELL supervisees

**qualitative coding**
Silverman (1985) stated, a critical reader may be “forced to ponder whether the researcher has selected only those fragments of data which support his argument” (p. 140). A solution to this concern was to count the number of individual participants who mention a particular theme (Namey, Guest, Thairu, & Johnson, 2008; Silverman, 2011).
Greenwood and Levin (2007) pointed out that individual cases have “immense power to alter theories” because viable theories cannot sustain exceptions and any individual case that contradicts a general social theory “thereby invalidates that theory and requires that a new theory be developed to take account of it” (p.67).
Superordinate Theme One

Institutional Level

Institutional Change
10

- Improve infusion of competence with ELL in CACREP Standards
  - 9
- Enhance advocacy for ELLs in counseling program and supervision training
  - 10
“Perhaps that takes change at the institutional level because that's a component of CACREP, that's not a requirement. Most of our textbooks on multiculturalism don't talk necessarily about English language supervision. So maybe infusing it even into the CACREP guidelines.” (Participant001)

“setting up systems to support them throughout so that we can build a program where English language learners are not only excited to go, encouraged to go, but will also thrive once they're here.” (Participant003)
Superordinate Theme Two

- Professional Collaboration
- Enhanced Collaboration 3
• “I feel like things that could always enhance my confidence on supervision are... having other discussions with my peers around...” (Participant008)
Superordinate Theme Three

Supervisor Competence

- Multicultural Awareness: 9
- Multicultural Knowledge: 7
- Multicultural Skills: 10
Supervisor Competence

Multicultural Awareness

- Awareness of increasing numbers and diversity of ELL-3
- Recognize challenges and opportunities presented by linguistic differences-4
- Recognize probable similarities-3
- Recognize power differential-8
- Recognize cognitive complexity required for bicultural (or polycultural) competence-2
- Understand languages are not semantically equivalent-3
“I think they said by 2050, the majority’s not going to be white people... And then, people are still migrating here from all over the world not even including the undocumented immigrants that I’m now learning about... There’s more and more people who are going to be English language learners in this country” (Participant007)

“Because there's not that shared or we don't assume that there's that shared meaning between us as different language speakers, it makes it easier for us to explore, "What do we have in common? What are we sharing?" ... It's an opportunity for me to get to know my supervisees so much better and in that also get to know myself so much better.“ (Participant003)
Supervisor Competence

Multicultural Knowledge-7

- Have a framework or evidence-based knowledge to work with ELL supervisees-4
- Distinguish levels of acculturation-4
- Knowledge of ELL cultures-4
“Be able to read the literature and see what the literature suggests are best ways to work with supervisees.” (Participant006)

“Somebody who’s an English second language learner who grew up speaking Spanish in the house and learned English as he was going through schools here versus if I had a supervisee who came into the program and this was the first year here and they spoke English and they’re from a different country. There’s lots of differences right there, mostly cultural based.” (Participant004)
Supervisor Competence

Multicultural Skills-10

- Navigate dual language relationships-7
- Employ multicultural counseling skills in supervising ELLs-6
- Assess communication styles and outcomes-3
- Supervisors and supervisees are both teachers and learners-3
- Facilitate parallel process-2
“Let them know if they’re more comfortable writing some things or if they want to say it in their language first and then whatever is comfortable for them, that will make the relationship stronger, I would allow.” (Participant009)

“Make sure that I was clear on what the cultural lens my supervisees like how they view their own professional counseling identity and how they are working to grow within the profession. ...Also explore and do some more questioning around language and just really be clear on if they are an English learner speaking person, ‘cause I don’t think that I ask that now, so maybe just inquiring around that and broaching around language might be something new that I could do.” (Participant008)
“I think I’m always questioning how I can assess supervision to ensure that what I’m perceiving is happening and what I’m perceiving as support feels like support to my supervisees or English language learners.” (Participant008)

“Could they understand me and if not, what would we need to do to make it successful for them? I would have to consult with them.” (Participant006)

“Especially once it became clear to both of us that that was what we needed to do. I was learning how to do it as well—how to help her in that way as well, so I was being patient with her and trying to be patient with myself.” (Participant002)
Figure 1. Theory of FLES Supervisor Perceptions of their Training Needs for Working with ELL Supervisees
Discussion
Supervisor training

- Content, methods, and modalities
- Assess supervisors’ needs
- Match the training with supervisors’ needs

The CACREP Standards

- 2016 CACREP
- Section of supervisor qualifications
Counselor Education and Supervision Programs

Learning communities
- Ongoing, ELL issue specific, and collaborative
- Peer consultation

Continuing education & literature
- Training offered by counseling programs and counseling associations
- Need for more researchers to conduct research
Areas for Future Research

• To examine the perspectives of FLES supervisors of other counselor education and supervision programs
• To include a larger sample of FLES supervisors
• To create and evaluate a training program to help FLES supervisors gain the multicultural awareness, knowledge, and skills that the participants identified in this study
• To compare ELLs that participate in each counselor education and supervision program (to examine the effectiveness of teaching, supervision, and services)
• To examine the impact of collaborating with learning communities and the effectiveness of learning communities
Limitations

Researcher bias

• the first author’s belief in the effectiveness of the CACREP Standards and CACREP programs
• the first author as an ELL chose to be assimilated into this culture through minimizing many of her own feelings

Participant bias

• Participants were aware that the first author (the interviewer) was an ELL
Thank you for listening.

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