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PROGRAM MODELS, PRE-SERVICE TEACHERS, AND EMERGENT BILINGUAL

INSTRUCTION

by

Hannah Meineke

A Dissertation Submitted in

Partial Fulfillment of the

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ABSTRACT

PROGRAM MODELS, PRE-SERVICE TEACHERS, AND EMERGENT BILINGUAL
INSTRUCTION

by

Hannah Meineke

The University of Wisconsin-Milwaukee, 2017
Under the Supervision of Dr. Barbara Bales

It is estimated by the year 2030, over 40% of the K-12 population in U.S. schools will be
children whose first language is not English (U.S. Census Bureau, 2007; Shin & Ortman, 2011).
This situation has potential academic consequences for emergent bilingual students (EBS)
attending schools without adequate accommodations. The issue of teachers who are
underprepared to meet the needs of EBS contributes to the academic consequences absorbed by
this K-12 population, and to the social and cultural cycle of oppression for this marginalized
group. Thus, integrating knowledge, skills, and dispositions (KSDs) beneficial for meeting the
needs of EBS becomes imperative for pre-service program models. This dissertation served as a
ship navigating the deep and wide learning opportunities offered by three distinct pre-service
program models. Participants from three program models: Intentionally Integrated, Traditional,
and Student-Selected Add-On asserted ways in which their program model provided learning
opportunities for development of KSDs beneficial to EBS. Differences in program models
shaped pre-service teachers' opportunities to learn the KSDs required for working with emergent
bilingual students, which in turn, determined what they enacted in classrooms. As such, program
model opportunities interrupting the cycle of oppression for EBS emerged from the study. This
interruption reemphasizes why intentional integration of learning opportunities useful for
developing KSDs beneficial to EBS must occur pre-service program models.

To My Children,

May You Grow in Grace and Knowledge

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Introduction

Preparing Pre-Service Teachers for Emergent Bilingual Instruction

It is estimated by the year 2030, over 40% of the K-12 population in U.S. schools will be children whose first language is not English (U.S. Census Bureau, 2007; Shin & Ortman, 2011); a situation that has potential academic consequences for children attending schools without adequate accommodations, and one for which teachers must be well equipped. As educators prepare new teachers for this reality, a two-pronged discussion has ensued. The first addresses whether, as De Oliveira and Shoffner (2009) posited, the teaching of emergent bilinguals [1] be addressed with future content-area teachers under the umbrella of "teaching diverse students." The second discussion addresses whether content teachers should teach English language learners (ELLs) through specific language learning activities either isolated from or embedded in existing curriculum (Gann, L., Bonner, E. P., & Moseley, C., 2016). Research addressing the first discussion is clear - to place ELLs under the board category of diverse learners is to ignore their specific and unique needs and gifts they bring to the classroom and country (Gottfried, 2014). Outcomes of the second debate are still unknown and, as a result, teachers in U.S. schools are underprepared to teach the growing population of ELLs (Hooks, 2008; Giambo, Szecsi & Manning, 2005). Despite the fact that educators in some content fields, such as English language arts, have been encouraged to address the teaching of English language learners through specific language learning activities (De Oliveira & Shoffner, 2009), Lucas and Villegas (2011) assert that teacher education programs have yet to adequately address the specific learning needs of

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[1] Although the term "Emergent Bilingual" is recognized as the most equitable term, throughout this paper the terms "Emergent Bilingual," "English language learner," and "ELL" will be used interchangeably for the purpose of readability when referencing other research reports.

ELLs throughout the curriculum of all pre-service teachers. This issue of teachers who are underprepared to meet the needs of English language learners is a problem. It is this problem that undergirds my research question.

Teacher preparation programs, generally, offer three broadly-conceived models of coursework related to helping candidates learn the knowledge, skills, and dispositions (KSDs) needed for working with emergent bilingual students (EBS): (1) Intentionally Integrated Model: merging specific opportunities to learning the needed KSDs into all coursework; (2) Student Selected Add-On: offering specific coursework for an add-on licensure; or (3) Traditional Model: addressing the needs of EBS under the umbrella of multicultural coursework. Given these options, **what attributes of which models do pre-service teachers consider beneficial in their ability to support the needs of emergent bilingual students in their classrooms and why?**

Significance of Problem

As classrooms in the United States become more culturally and linguistically diverse, it is common to characterize and address the needs of emergent bilinguals under the broad category of "teaching diverse students" with future content-area teachers (De Oliviera and Shoffner, 2009). Instead, the field must move toward a more sensitive and inclusive paradigm and embrace a vision of both culturally and linguistically responsive teaching when working with emergent bilinguals. This vision cannot be met by surface level, isolated instruction of emergent bilingual methodological strategies and techniques, nor can it be achieved by skimming over emergent bilingual experiences for pre-service teachers. It is a complex, deep issue, one that should be placed in the broader context of society, politics and the economy so that pre-service ideology, beliefs, and attitudes can be molded and shaped for the better and could potentially influence

future practice (Mclaren, 1989; Apple, 1995; Macedo & Bartolome, 2014). Perhaps this vision can be reflected through intentional integration within the coursework of all pre-service teachers. Another possibility is to require that ESL certification for all pre-service teachers in order to change and anchor attitudes, beliefs and behaviors.

Contribution to the Field

What attributes of which models-Intentionally Integrated, Student Selected Add-On, and Traditional- do pre-service teachers consider beneficial in their ability to meet the needs of emergent bilingual students in their classrooms and why? Research suggests that the need for exposure to improved instructional methods and situations in the pre-service classroom is vast (Jimenez-Silvia, Olson & Jimenez Hernandez, 2012; Yucesan, Durgunoglu & Hughes, 2010; Hutchinson, 2013). The pressing problem of emergent bilinguals feeling powerless and invisible adds to an existing broader critical issue; this critical issue is that educators are, overall, not prepared to face the realities and complexities of diverse educational settings (Hutchinson, 2013). The literature addressing the need for improved education for emergent bilinguals is clear about the crisis of a growing emergent bilingual student population and a teacher population that is unprepared to meet the language acquisition, culturally relevant, self-advocacy needs of these students. The literature lays out a timeline of where our nation is heading based on current and historical trends predicting that there is indeed a need for better preparation of pre-service teachers for emergent bilinguals. This research study illustrates my and many others' argument (Mclaren, 1989; Apple, 1995; Macedo & Bartolome, 2014) outlining how voice and empowerment of EBS can happen through pre-service preparation; however, the effectiveness of preparation isolated methodological instruction, or single immersion experiences needs more research. A shift in mindset must occur for change to happen. In this study, I explore how this

shift might occur only when experiences with methodological instruction around emergent bilinguals, and exposure to emergent bilinguals are integrated throughout pre-service coursework and consistently situated in the broader sociopolitical spectrum. This broader sociopolitical spectrum must be considered through the lens of the privilege and power that exists in society today.

Research Overview

In this study, I will argue the value of emergent bilingual experiences and instruction in every pre-service teacher's coursework as part of their preparation to work with English language learners (ELLs). A review of the literature highlights research examining both the methodological and ideological aspects of pre-service coursework around teaching EBS. I also include a theoretical description of the study with an examination of power and privilege through the lens of Critical Theory and language acquisition models. I then explain the study's research design that details how program instructional staff take up the theoretical models. I then put forth findings from the research conducted, and finally offer conclusions and implications drawn from the findings.

Chapter 1: Literature Review

In this chapter, I will examine the value of emergent bilingual experiences and instruction in every pre-service teacher's coursework as part of their preparation to work with English language learners (ELLs). This chapter will present research that suggests an added value for students who experience the integration of immersion and instructional experiences both around language acquisition and around ideology into the coursework and curriculum as opposed to isolated experiences. Similarly, there is a body of research demonstrating that pre-service coursework consider the requirements of ESL certification programs because of the assumption that Teacher Language Awareness (TLA) and other aspects of ESL certification have been covered in diverse learning coursework (Baecher, Fransworth & Ediger, 2014). Claims for these arguments will be supported and conclusions will be drawn from the wealth of literature related to this issue of emergent bilingual experiences and instruction.

I begin this chapter by outlining the scope, key terms, search criteria, and underlying assumptions in my review of the literature supporting this dissertation research. I organize the Literature Review by building on the origins of the Traditional model for pre-service programs. First, the brief discussion will include assimilation theory, acknowledgement of the impact of wars and immigration, and attention to policy shifts. Next, I will chronical the policy shifts in the field's changing context and describe a framework for the central theories around pre-service program improvements over the last twenty years. In the next section, I outline the central debates surrounding the educational problem. I will then present a gap analysis highlighting gaps

in the research relating to pre-service preparation around English language learners and put forth the need for a mindset change when researching this educational problem. This analysis also provides evidence for the importance of research addressing the question: "what attributes of which program models do pre-service teachers consider beneficial in their ability to meet the needs of emergent bilingual students in their classrooms and why?" This chapter concludes with a review of the research ideas and theories, methodology, and claims found in the field.

Scope of the Review and Key Terms

It is important to clarify that this review is not a comprehensive review of all aspects of emergent bilingual education. Rather, the research focuses on pre-service teachers' preparation for meeting the needs of emergent bilinguals and the historical and present day structures that influence their learning. In this study the term "pre-service teacher" includes all teacher candidates completing coursework, field experiences, and other requirements to graduate and become a licensed teacher.

Key terms. It should be noted that key terms, typically in acronym form, are used in this review. In addition, policies and program implementation drive the importance of understanding emergent bilingual terminology, including those related to their educational experiences. The definitions are as follows:

- ESL: English as a Second Language is learning English in a country where English is the dominant language of school instruction or where English is the official language;

- EFL: English as a Foreign Language is learning English in a non-English-speaking country;

- ESSA: Every Student Succeeds Act (educational reform enacted in 2015)

- ESOL: English to Speakers of Other Languages applies to both ESL and EFL contexts;

- ELL: The term English language learners is commonly used in K-12 environments;

- ELA: English Language Arts, NCLB: No Child Left Behind (educational reform enacted in 2002).

- KSDs: Knowledge, Skills, Dispositions

Search history and inclusion/exclusion criteria. I conducted this literature review by searching for all relevant historical and political research of the central problem in order to structure the origins of the problem. Search terms included the following acronyms and fully written out words: History of ESL, Immigration and ESL, History of Teaching ESOL, Language politics and education, immigrant student policies, activism and ELLs, English Only and Assimilation and Language Education. From these search terms and the research question a more refined search was conducted in order to place the role of pre-service teaching into the historical context of the linguistically diverse and education. The second round search terms included "pre-service teachers" plus the following terms: cultural competence, ELL exposure, ELL coursework, ELL training, attitudes and beliefs around ELLs. A final search was done in order to discover research examining dual-certified teachers in the area of ESL and to analyze what type of scholarship has already been conducted in this area. Numerous peer-reviewed journal types were included in the search conducted from various databases.

Given the scope of this project, I created inclusion and exclusion criterion. Articles that focused on bilingual education, foreign language education, elementary level education, or a specific subject, and those with a sole focus on language acquisition practices while related to my topic, did not help to answer my research question addressing the specific ELL-focused coursework experiences of the three program models (Intentionally Integrated, Student Selected

Add-On, and Traditional). On the other hand, articles focusing on language politics, the history

of teaching English language learners, pre-service preparation, pre-service attitudes, beliefs and

ideology, and English language learner learning strategies, were included because they directly

relate to my research question and the debates around how pre-service teachers should be

prepared.

Assumptions

The multilingual nation, the United States of America, has a long history of struggle with

conflicting views on language even as immigrants helped to shape current cultural and economic

systems. At the core of this review is a crucial question: Is one's home language, the primary

language spoken in the home of a student (Cha, & Goldenberg, 2015), a problem, a privilege, or

a right? This study rests on the assumption that home language is, in fact, a right and it is this

right that guides my critical examination of how pre-service program models reflect this notion.

Historical context of immigration and education related to immigrants in the United States is also

important because it has implications for studying the importance of engaging in ideological

examination around English language learner experiences and instruction as part of every pre-

service teacher's coursework.

Origins of the Problem

I begin this review by considering the ways in which the United States has privileged

English historically. Cavanaugh (1996) writes an historical overview of language education in

the United States. The research purports that in the 1700s,

> Colonial leaders pushed for a common literacy, two factors continued to influence early
>
> American education in the late 1700s: the diversity of the languages and religions of the

immigrants and the continual movement of the people to the lands in the West. Central

control as advocated by the early Colonial leadership lost to the many diverse

denominations, corporate bodies, and newly formed districts. The Colonial

government had no choice but to give permission for schools of various religions and

languages despite the wishes and foresight of the leaders (p. 40).

These schools were the first language immersion schools in this country. Soon after the

American Revolution, the need for secular schools arose, along with the beginnings of an

English-Only curriculum, which was used to strengthen loyalties to the country as described

below. This intention of strengthening country loyalty opened the door for several significant

events answering the question of whether home language is a problem, privilege or right. The

following discussion highlights these significant events. First, I present an explanation of the

Americanization and Assimilation movement in the 1800s, which shifted the sentiment of desire

for loyalty to fear of the unknown. Then I examine two world wars and immigration halting

events, such as the Great Depression, which explain the English Only discussion we find in

educational policy today.

Americanization and assimilation. The 1800s brought in a wave of documented

immigrants along with many languages and cultures. The prevalence of parochial schools slowed

Americanization and assimilation and brought about pressure for mandatory public schools,

bilingual schools, and Compulsory Education (Cavanaugh, 1996). In the 1900s, immigration

continued, and with it, a common sentiment of negativity and ethnocentrism. The belief in a

superior Anglo-Saxon mold permeated the educational system backed by fear and the brink of

the Americanization movement. "The fear of immigrants was that they might dilute American

principles and cause unfair competition" (p. 42). Gonzalez (1990) provides a detailed account of

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education in the Southwest during the first half of the 20th century. The segregation of immigrants, in particular Mexican American children is viewed through the practices of IQ testing, vocational curriculum, and Americanization which were not only used to separate Mexican American children from the White children, but also to use Mexican Americans in a way that reflected the economic/political/social interests of the White society. Through acknowledgement of de jure and de facto segregation of the linguistically diverse, a better understanding of current marginalization by educational beliefs and practices of the linguistically diverse could develop.

World Wars and Great Depression. Two world wars in the 1900s halted cultural pluralism approaches to assimilate immigrants and put notions of bilingual education out of the question. As the United States developed as a country, through wars and continuous immigration, Linton (2004) researched an emergent belief that American English both reflected and constituted the democratic and rational nature of the country. The English-language requirement in 1906 reinforced emerging ideology of inferiority of others.

Linton (2004) goes on to describe how and why these beliefs were fueled by circumstances. The slowing of Immigration due to the Great Depression "encouraged linguistic assimilation among those who were already in the U.S. usually leading to English monolingualism by the third generation. The notion that immigrants should follow this pattern became powerfully entrenched" (p.282). Moments in time, such as the Great Depression, help to solidify oppressive practices and beliefs that continue to be enacted today.

Policy shifts and broader context. The English Only trend has permeated past and present policy and has helped to establish many aspects of present-day ESL programming. Horner (2001) examines the dominant approaches to languages which "have persistently

produced strategies at odds with the realities teachers, students, writers and the public confront daily in their interactions with one another" (p.742). From the second half of the twentieth century until present day, the identification of language binaries in this country illuminates the social and political structures around language education.

Evans, and Hornberger(2005) lay the foundation for what has been done and what must be done in language education with their attention to the No Child Left Behind Act (NCLB) of 2002, replacing previous policy that included the Bilingual Education Act. This act, although varying in specific provisions, always made room for native-language skills while simultaneously fostering English language proficiency. "All of this changed dramatically with the introduction of the No Child Left Behind Act in 2002. Current policy implicitly repeals the Bilingual Education Act and emphasizes the need for schools to quickly develop students' English language proficiency and move them to English-only classrooms" (p.88). Although the 2015 implementation of The Every Student Succeeds Act (ESSA) added policy calling for making accommodations for ELLs in assessments and public outreach, developing a consistent process for classifying students as ELLs, and being more explicit than NCLB about ensuring that educators develop skills to serve ELL populations (Parsi,2016), the law still fails to address the value of bilingualism (Mitchell, 2016). Additionally, under the current administration, individual states now have the power to accept, amend, and revise ELL aspects of ESSA (U.S. Department of Education, 2017).

Under the foundation of NCLB, classrooms are not places of equity. Sánchez, P. (2014) touches on the idea that classrooms are not dignifying spaces for immigrant children because they "mirror" larger society. The lasting effects from NCLB on emergent bilinguals also "mirror" the ideals of Americanization and Assimilation as they reflect the

economic/political/social interests of White society. Mainstream society often fails to even recognize the sociopolitical implications of binaries created by the acronyms (ELL, ESL, EFL) within the teaching of English (Nayar, 1997). This context sets the stage for understanding how the history of language education is foundational in present day practice and provides background to the research question itself. As examination of what coursework experiences pre-service teachers found beneficial in preparation for emergent bilinguals takes place, the aforementioned conscious and subconscious binaries of ESL must be considered.

The Politics of English Only

Public schools, because taxpayers fund them, are microcosms of society. As such, they mirror the policies and ideologies of society; a notion that contributes to the cyclic nature of education. McLaren (1999) drawing from Freire (1985) discusses the pedagogical or localized encounter between teacher and student and how this relational dynamic is implicated in the political realm. This relationship demonstrates the "dialectical motion between the subject and object, the self and the social, and human agency and social structure" (p.50). This political mirror of society opens discussion for the effect and enactment of policies on marginalized groups and in marginalized communities.

Banks (2004) purports that the knowledge from marginalized communities (e.g. nonmainstream languages) contests existing political and educational practices. "It often reveals the inconsistency between the democratic ideals within a society and its social arrangements and educational practices" (p.237). Applied to issues of language, the foundation of English Only lies in the conception that English is the most effective educational language. This statement has consequences for both EBS and the educators working with them.

The attack on bilingual education by the proponents of the English Only movement

points to a pedagogy of exclusion that views the learning of English as education itself.

What these educators fail to question is under what conditions English will be taught and

by whom. For example, insisting on immersing English language learners in English as a

Second Language (ESL) programs taught by untrained teachers who simply pass the

Massachusetts Tests for Educator Licensure (MTEL) ESL will do very little to

accomplish the very goal of the English Only movement. (Macedo & Bartolome, 2014,

p.28)

Rather than conclude that pre-service teachers must have better preparation for emergent

bilinguals, state policies have favored the claim that bilingual education does not improve

English language acquisition. This conclusion contradicts empirical evidence of the benefits of

bilingual education (Macedo, 2000) undergirding political propositions promoting English Only

initiatives. Today, the states of California and Arizona serve as example of these initiatives.

Examples of English only propositions. In 1998, Proposition 227, also known as

"English for the Children" passed in the state of California. This English Only policy was driven

by the idea that California public schools waste valuable resources on failing experimental

language programs and that English can be easily acquired by heavy exposure or structured

immersion (Attinasi, 1999). Attinasi (1999) notes that "the language issue became a surrogate for

the racial, cultural, and economic sentiments of many monolingual, native-born Americans"

(p.266). A similar policy, Proposition 203, was passed in Arizona in 2000. The proposition

called "English Language Education for Children in Public Schools" requires that public school

instruction be conducted in English and that students who are not fluent in English be placed in

an intensive one-year English immersion program to teach while also learning the academic

subjects. Florez (2012) conducted a study critiquing the Arizona English Language Learners Assessment (AZELLA) which is used to determine which students should be placed in mainstream classes without English language support. The study found the cut-scores to be both ineffective and obsolete propagating invalid measures and, therefore, injustice for EBS.

A consideration of these propositions opens the door for reflection on how seemingly historical assimilative practices have found their way into current educational policies. This understanding facilitates discussion not only for consideration of ways in which pre-service teachers will function under propositions similar to these, but also how their ideology will influence whether or not transformative changes are made, both on a political and local level.

English only ideology and pre-service teacher education. These language propositions lead to a broader discussion of what language and curriculum is currently privileged in schools and how it is intrinsically linked to pre-service teacher preparation. The influence of English Only policies has both knowingly and unknowingly become a part of Institutions of Higher Education (IHE). IHEs, being public places of power, have the opportunity to advocate and oppose language subjectivity policies. This has occurred through neglecting the political aspects of education of emergent bilinguals. This isolationist perspective creates the tendency to look only at language difference when it comes to emergent bilinguals. De Oliveira and Shoffner (2009) posit that this perspective permeates pre-service coursework as content-area teachers prepare for emergent bilingual students under the umbrella of "teaching diverse students." In this model, language and culture are separated, and diverse identities are clumped together.

The reason that even committed educators have failed to understand the linguistic drama that helps shape the cultural identities of most linguistic minority students is they naively treat language as if it were disarticulated from those cultural signposts which are integral

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for identity formation. As such, the language of minority students became a mere instrument that would facilitate access to both content and English and which could lend itself easily to empirical verification. (Macedo & Bartolome, 2014, p.32).

The political environment influencing pre-service coursework is often overlooked. "Politicizing' education becomes a negative "shock word" to muffle rigorous academic debate concerning both the grievances and the educational needs of linguistic minority students" (p.34). This attitude attempts to block ideological elements tied to emergent bilinguals, and diminishes methods for educating the linguistically diverse to language issues only. This attitude is representative of "vestiges of a colonial legacy in our democracy" (Macedo & Bartolome, 2014, p.28) where in English, or the dominant language, is prioritized at the cost of devaluing non-dominant language.

Teaching the Knowledge, Skills and Dispositions Beneficial for ELLs.

For this study**, t**he research question is based on three program models: Intentionally Integrated, Student Selected Add-on, and Traditional. These program models are foundational to this study. Therefore the main research question is: What attributes of which models do pre-service teachers consider beneficial in their ability to meet the needs of emergent bilingual students in their classrooms and why? This question examines teacher preparation that meets the linguistic needs of emergent bilinguals while at the same time focusing on ways of supporting cultural values of these students. Support for linguistic and cultural needs calls for a change in mindset of IHE's, those who design program models, teacher educators, pre-service teachers, and practicing teachers: an adjustment in attitudes, beliefs, and biases around emergent bilingual students. Gonzales (2012) observes

Finally, a return to the concept of caring and valuing students and their unique linguistic, cultural, and personality characteristics is paramount to changing the paradigm of multicultural and multilingual education. This shift in ideology, one that veers from assimilation and remedial perspectives to progressive and pluralistic ideologies needs to be embedded in teacher preparation programs (p.292).

Teacher educators must also consider the perpetuation of the cyclic nature of education when coursework, methods, and experiences implicitly or explicitly push pre-service teachers to participate in the dominant ideology. When pre-service teachers are unable to see past more fluent English as the sole need for emergent bilinguals, the cycle continues as "students are led to believe their linguistic success is a priority in bilingual and ESL education, when, in fact, untrained teachers, a lack of culturally relevant curriculum, and underfunded programs continue to contribute to the lack of success and dehumanization of linguistic and cultural values of those groups" (Bordan, 2014, p.230). This multifaceted issue is better understood not only through teacher preparation research, but also through investigation of the larger picture of the place of language and culture in our society.

Education as a cyclic concept promoting the dominant ideology is drawn from a tenet of Critical Theory which discusses the endemic nature of privilege and oppression in society and postulates that certain groups in any society and particular societies are privileged over others. It further states that although the reasons for this privileging may vary widely, the oppression that characterizes contemporary societies is most forcefully reproduced when subordinates accept their social status as natural, necessary, or inevitable (Kincheloe, McLaren, & Steinberg, 2011) The acknowledgement and teaching of cultural capital passed down from one generation to another helps to halt the reproduction of oppression. "In doing so, pre-service teachers can

become exposed to a transformative approach to education, regardless of their ethnic backgrounds. This will provide the context for reflective practice and active change in attitudes, social values, and beliefs about diverse cultural and linguistic communities" (Gonzalez, 2012, p. 292 as cited by Bordan p.231). In order to move toward this transformative approach, current theories and debates in pre-service preparation programs must be addressed.

Central Theories and Debates in Pre-Service Preparation Programs for ELLs

Given these politically, socially, and economically driven origins of the problem of underpreparation of pre-service teachers for the teaching of emergent bilinguals, it is important to understand how previous research has shaped my research question. The conclusion that better preparation for meeting the needs of emergent bilinguals is imperative in the coursework of pre-service teachers and that isolated emergent bilingual experiences and exposure lacks effectiveness has been put forward in many studies (e.g., Hildenbrand, & Schultz, 2015; Hutchinson, 2013; Janzen, 2008; Jimenez-Silvia, Olson, Jimenez -Hernandez, 2012). Yet research examining which models best prepare all teacher candidates for servicing emergent bilinguals is still needed. Many researchers emphasize teaching of specific ELL-focused methodological approaches to strengthen the pre-service teaching mindset within all content areas (Diaz, Whitacre, Esquierdo, & Ruiz-Escalante, 2013). Other researchers assert that ideological changes and attitude and belief shifts, through more ELL exposure and building of cultural competence, best prepares pre-service teachers (He, 2013). Still others promote activism and advocacy as the only ways to change the lives of ELLs in a political world (Hornberger, 2005). It is also argued that ESL certification creates higher levels of perceived preparation and confidence in working with ELLs.

The research in this field can be examined through methods classes, experiential approaches, advocacy and agency, and formal certification in the field. Examination of this research, situated in the broader social, political, and economic context is needed in order to bring the cultures of the linguistically diverse into the classroom through curriculum and positive teacher-student relationships. Moreover, without a critical examination of pre-service teachers' epistemological and ideological beliefs about the principled rights of home language, research examining the mechanics of learning to teach would be superficial. Many researchers (Cheatham, Jimenez-Silva, Wodrich, & Kasai, 2014) argue that a mindset change of pre-service teachers is imperative for equitable education of emergent bilinguals. This understanding drives the central theories and debates or findings from the current research field. In turn, these become manifest in preparation programs through coursework and clinical experiences.

Methodological approach one: Linguistic preparation. The gaps in knowledge of how to serve emergent bilinguals are wide ranging. Empathizing or "feeling with" is difficult for educators from the mainstream culture because many have never been immersed in classrooms where instruction is in a language different from their first language. Batt (2008) examined the deficits of mainstream teachers in preparation for teaching ELL students. The author purports a prioritized need for world language classes for undergraduate, pre-service teachers not only for fluency, but also for understanding and appreciation of the minority culture and empathy for language learners. Giambo, Szecsi, & Manning, (2005) advocate for sensitivity toward language issues. Experiences and activities such as 15 hours of field experience with ELL students, an oral language assessment project, a linguistics project, and other cultural activities contribute to the foundational knowledge, skills and dispositions for future teachers working with ELL students**.** A lack of empathy can manifest in both recognizable and unrecognizable ways in classroom

methodology. Guenette and Lyster (2013) focus on Corrective Feedback (CF) given by pre-service ESL teachers at the secondary education level. The study showed that more often than not, direct corrections were given to ELLs even if the pre-service teachers were aware that this may not be the best option for their learners. The authors emphasize the need for metalinguistic awareness of future teachers through the study of a particular part of an even larger investigation examining corrective feedback beliefs and practices.

Methodological approach two: reflection. Although reflection may not be seen as a specific emergent bilingual technique, the ability for pre-service teachers to use reflection of all types after experiences and exposure around diverse learners and cultures is in fact a methodological strategy. de Oliveira, and Shoffner (2009) looked specifically at applicable strategies, materials, and discussions needed to address the needs of English Language Learners in the English Language Arts methods course. A key component and recommendation for these courses is the use of reflection journals for pre-service teachers. The researchers took a unique approach by viewing the ELA methods course as the home for addressing the needs of exposure and information for pre-service teachers on teaching ELL students. This activity, coupled with action research, field experience, applicable readings, and guest presentation echo other research findings that strongly encourage exposure and guided reflection as a means of influencing pre-service teachers' ideology when it comes to teaching ELL students.

Methodological approach three: using emergent bilingual culture and voice. It is often difficult for content area teachers to incorporate even the voices of mainstream cultures into their lessons (Dellicarpini, 2008). Even more difficult is creating ways for ELL choice and voice to be present. DelliCarpini (2008) looked at education of English language learners from the perspective of a teacher educator. The author built the article around three central

modifications for ELLs: understanding and respect of each student's culture, incorporation of multiple version of texts, and creation of student choice within the curriculum. Through these modifications the author suggests that English teachers can gain an understanding of their ELLs and provide experiences that will help them succeed in the mainstream classroom. These suggestions are made even more specific by Lucas and Villegas (2013). These researchers combined the need for pre-service programs to prepare teachers for both the culturally and linguistically diverse with the acronym CLD and they provided tables and support for practical tasks for learning to teach ELLs in pre-service programs. Lucas and Villegas (2013) also used Feiman-Nemser's (2001) framework for tasks for novice and experienced teachers, but apply it to the teaching of ELLs.

Experiential approach one: exposure pushing self-efficacy. Comfort and confidence are closely related and are strengthened through experience. Jimenez-Silvia, Olson and Jimenez-Hernandez (2012) argue that a significant factor in improving the instructional practices for ELLs is pre-service teachers' confidence in their ability to teach ELLs successfully in the classroom. This particular study examined pre-service teachers' sense of efficacy in working with ELLs. The results showed that a combination of delivering content necessary to teach ELLs through lectures, readings and implementing interactive strategies to have the students actively engage in the content led to increased levels of efficacy. Yucesan, Durgunoglu, and Hughes (2010) agree that self-efficacy has been shown to significantly relate to work performance regardless of task difficulty level. These researchers also examined classroom contexts revolving around the teaching of ELL students. Their questions also assessed attitudes towards the parents of and the presence of ELLs in mainstream classrooms. The performance of these pre-service teachers was then measured. Results indicated that self- efficacy levels for teaching ELL students

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were quite low and this was verified by their neglect of ELL students in the classroom. However, the results were more positive for those who had higher self-efficacy levels. Polat, N. (2010) furthers this idea through measurements of self-competency. This quantitative study examined how pre-service and in-service teachers viewed self-competency and readiness especially around the teaching of English language learners. Likert scale results revealed an overall feeling of under preparation of content teachers for English language learner service and showed that both gender and background also played a role in feelings of competency and preparation.

Experiential approach two: understanding changes ambivalence. Teachers who have little regard for the situation that ELLs find themselves in have little regard for where ELLs end up. Cheatham, Jimenez-Silva, Wodrich, & Kasai (2014) looked critically at the presumed overrepresentation of ELL students in special education programs. The purpose of their study is to evaluate access to information for teachers and pre-service teachers about language acquisition and lack of English proficiency as the cause of student difficulty in the classroom rather than special education needs. Results of this research revealed that regardless of education major, those with the most information about language proficiency were more likely to attribute classroom difficulties to limited English proficiency. If the attitudes toward ELLs are replicated in pre-service teachers, the results of overrepresentation in special education and other inequitable destinations will also be replicated. Reeves (2006) examined the under researched area of teacher attitudes toward English language learner inclusion. The four research questions examined were: 1. What are teacher attitudes toward ELL inclusion in mainstream classes? 2. What are teacher attitudes toward the modification of coursework for ELLs? 3. What are teacher attitudes toward ESL professional development? 4. What are teacher perceptions of second-language acquisition processes? The quantitative analysis presented a discussion on (among

other findings) teachers working under a misconception about how languages are learned, and an ambivalence toward specific professional development for ELLs. The findings showed that the ambivalence may come from the belief that ELLs are not the responsibility of general education teacher candidates. Results also revealed that ambivalence may stem from mistrust of isolated professional development. Finally, Reeves (2006) found that ambivalence may come from the belief that special professional development is not needed to work with ELLs.

Some research suggests this ambivalence can/may be overcome through exposure leading to understanding. In other words, activity and involvement of ELLs within the classroom can be explained by teacher understanding. Yoon, B.(2008) uses positioning theory to analyze interviews and observations centralized around teachers' beliefs about ELLs, their teaching practices toward ELLs, and the ELLs' participatory behaviors. The findings indicated that the teachers' approaches were grounded in their positioning of themselves as teachers for all students, some students, or a single student. English language learners were more interactive when the teachers showed an understanding of, and actively responded to, their cultural and social needs. This ambivalence factor is relevant to my study as I examined how experiences with ELLs change or do not change the mindset of pre-service teachers.

Experiential approach three: immersion has influence. Until pre-service teachers are fully and personally immersed with ELL students, instructional approaches and examination of ideology are not fully real or realized. Olson, and Jimenez-Silva (2009) use both qualitative (student free response) and qualitative (likert scale) data to examine how Arizona's mandated Structured English Immersion endorsement policy influences pre-service teachers. The study showed that the emersion experience produced "a campfire effect" or positive results on confidence and beliefs about teaching English Language Learners. This "campfire effect" creates

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influence essential for changing beliefs about ELLs. Hutchinson. (2013) conducted a study that exposed pre-service teachers to field experiences with ELL students and measured their perception changes. Data revealed the acknowledgement of pre-service teachers regarding the benefit of native language instruction used to scaffold learning for ELL students. Until personal connections are made, it is easy to see home language as a problem rather than a right. Immersion has influence.

Using knowledge, skills, and dispositions for analysis. Support for linguistic and cultural needs calls for program models to adjust coursework and experiences in order to change attitudes, beliefs, and biases around EBS. These central methodological and experiential theories combine to create the framework for the knowledge, skills, and dispositions beneficial for meeting the needs of emergent bilingual students. This framework will be referenced throughout the study as the three program model learning opportunities for developing KSDs for teaching EBS are analyzed. Figure 1.1 shows a summary of the knowledge, skills, and dispositions (KSDs) beneficial for meeting the needs of EBS. The KSDs are drawn from previous research and they were used for data analysis as detailed in Chapter 3 and 4. This study uses a progressive, global lens of advocating for the oppressed and therefore it is important to connect the KSDs to Critical Theory which will be done in Chapter 3.

	Knowledge	Skills	Dispositions
Methodological Approach	**Metalinguistic Awareness and Language Empathy:** ability to give proper corrective feedback to emergent bilingual students and understanding of English acquisition levels and struggles (Batt, 2008; Guenette &Lyster, 2013).	**Differentiated Instruction for emergent bilinguals:** understanding and respect of each student's culture, incorporation of multiple versions of texts, emergent bilingual choice and voice within the curriculum (DelliCarpini, 2008)	**Inside and outside of classroom reflection on beliefs and attitudes about emergent bilingual students** coupled with action research, field experience, applicable readings, and guest presentations (de Oliveira, and Shoffner, 2009)
Experiential Approach	**Home Language is viewed as a right**, ideology and beliefs about home language are changed through immersion (Olson, & Jimenez-Silva, 2009)	**Self-efficacy, comfort and confidence** in ability to successfully teach emergent bilinguals stemming from experience in classroom contexts with co-ops with high self-efficacy for teaching emergent bilinguals (Yucesan, Durgunoglu &Hughes, 2010).	**Ambivalence toward emergent bilinguals is changed to understanding** through experiences where teachers position themselves as a teacher for all students (Yoon, 2008)

Figure 1.1. Knowledge, Skills, and Dispositions Beneficial for Meeting the Needs of Emergent Bilingual Students

Solutions in activism and advocacy. Historical context outlines the cyclic educational destinies for the linguistically diverse in the country. Some researchers argue that mindset change in pre-service teachers must be played out through political activism and advocacy for emergent bilinguals, rather than expecting change from the traditional channels. Leeman, Rabin and Roman-Mendoza (2011), investigated language activism and identity in this research that looked at an after school heritage language (HL) program set up by university pre-service teachers. Through this program, the authors were able to research the impact of critical service learning based on community collaboration and social activism. This unique ELL experience

allowed pre-service teachers to look beyond themselves as they work to empower the linguistically diverse and to provide spaces to "help students tackle questions of power, enfranchisement, and identity that directly impacted their sense of agency and their lives" (p.492). This "flip the script" mentality is only effective when pre-service teachers are able to identify the injustices in the current structures. Del (2008) uses the humanizing theoretical framework of Paulo Freire to examine the practices of institutionalized language policies and their impact on English language learners. "The term 'humanizing practice' is used in the remainder of this study in place of 'pedagogy' as a more inclusive term that incorporates teacher attitudes, curriculum, materials, instructional strategies, assessment, and classroom culture" (p.343). The author argues that the discourse of the district policies for English as a Second Language is dehumanizing. The authors interviews of two district administrators and five ESL teachers reveal that English is privileged above all else including heritage language and culture, student input, and parent contributions.

Solutions in ESL certification. Terminology such as *dual-licensure* and *dual-certification* are relatively new (Blanton & Pugach, 2011), and published, peer-reviewed studies focusing on these terms are typically framed in the context of special education (e.g. Recchia &Puig, 2011; Blanton & Pugach, 2011; Oyler, 2011). ESL certification, in addition to certification in another content area, although an option for traditional pre-service teachers, is often achieved through an alternative route (Franco-Fuenmayor, 2013). A study by Kee (2012) resulted in finding that ESL certification through a fast-track or alternative route typically includes fewer types of educational coursework and shorter field experiences leaving teachers feeling less prepared than pre-service teachers who obtain ESL certification through traditional programs.

Baecher, Fransworth and Ediger (2014), examined the challenges of planning language objectives in content-based ESL instruction. The struggle for equal attention when integrating content and language instruction is typically negotiated through collaboration of the ESL specialist and the content area teacher. The authors of this study argued that content area instruction and goals typically hold more weight in these negotiations. They investigated the lesson plans of content area teachers working toward a Master's degree in TESOL (Teachers of English to Speakers of Other Languages). Participants tended to write clear content objectives, but were less successful in developing language objectives. Findings indicated that Teacher Language Awareness (TLA) could not be an assumed skill of content area teachers especially when it comes to designing objectives for ELL. Rather, designing language objectives must be integrated into pre-service coursework.

Theoharis and O'Toole (2011) found an inherent link between socially just education and ELL inclusion in their case study of two urban elementary school principals who attempted to reform their schools to be ELL inclusive. Part of this process was having ESL certified and qualified staff. The push for staff certification from the reform principals highlights the present and future need for all pre-service teachers, especially in urban settings, to value the connection between socially just education and ELL inclusiveness. Research examining through methods classes, experiential approaches, advocacy and agency, and formal certification lays the groundwork for a new research perspective.

A New Mindset Emerges: Pre-Service Coursework on the Broader Sociopolitical Scale

It is true that most teachers are pulled by policy and standards to focus efforts on standardized testing, student scores and meeting their own effectiveness requirements (Sánchez, 2014; McLaren, 1990; Pasternak, Hallman, Caughlan, Renzi, Rush, & Meineke, 2016). The

inability to meet the needs of ELL students is easily overlooked in schools that embody and favor the nativism of mainstream society over marginalized groups (Malsbary, 2014). Overlooking and underserving is not always obvious to those in power whom may be unprepared to advocate for anything other than traditional methods of teaching or institutionalized language practices. As previously discussed, the present day effect of English Only ideology imbedded in IHEs and the coursework of pre-service teachers (Bordan, 2014) is a problem. This mentality directly links to the three curricular models examined in this study. Analysis of the Intentionally Integrated, Student Selected Add-On, and Traditional Models will focus on the perpetuation or dismantling of the reproduction of oppression of the linguistically diverse.

Research that explores how to change the cycle of disservice toward and exclusion of emergent bilinguals is needed. This study calls for both emergent bilingual-focused methodological approaches and emergent bilingual building of cultural competence and relevancy through emergent bilingual exposure to not only be placed in the coursework of all pre-service teachers, but to also be situated in the broader sociopolitical scale (Bordan, 2014; Hallman & Meineke, 2017). Michael Apple (1995) writes, "No assemblage of ideological practices and meanings and no set of social and institutional arrangements can be totally monolithic" (p.85). A change in mindset for pre-service teachers will be met by the pulls of policy and oppositional, historically rooted mindsets. But that does not mean that transformational approaches are unworthy of attention and effort. Apple (1995) goes on to write "These tendencies and practices may not be as powerful as the ideological and material forces of determination that aim towards reproduction; they may in fact be inherently contradictory and relatively disorganized. But, they will exist" (p.85).

Review of Research in the Field: Ideas and Theories, Methodology, and Claims

In the early 1900s, Dewey suggested that teacher's dispositions effect student achievement. The determination of what dispositions are most effective, and how dispositions can be changed through pre-service coursework commenced. This chapter concludes by examining the ideas and theories in the language learning field, previous research methodology used to study how KSDs of pre-service teachers can be changed through coursework, and previous research claims.

Ideas and Theories in the Language Learning Field.

Given the historical context of xenophobia and assimilative practices around language education, critical theory overlays the educational problem and research question. Kincheloe, McLaren and Steinberg (2011) give a thorough overview of critical pedagogy, critical theory and critical research which culminate to create a bricolage that provides an equitable research field. The authors use this theory to better understand the forces of power of the dominant culture(s) that affect the lives of individuals from race, class, gender, sexual, ethnic and religious backgrounds. Studies in the field, especially those advocating agency, are founded in Critical Theory.

Diverging from Critical Theory are Positioning Theory, Critical Race Theory, and other frameworks built around historical and societal structures. Kayi-Aydar (2015) aimed to understand how three pre-service teachers positioned themselves in relation to their social context and how identity (re)negotiation interacted with their agency. The study used Positioning Theory to explore how positional identities were shaped in relation to the English language learner students. The study also explored the positional identities in relation to the cooperating teacher of the pre-service teacher. The findings indicated that "teachers can succeed with ELLs only when they have a clear understanding of culturally situated ways of learning and teaching"

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(p.101). Malsbary (2014) uses ethnography and Critical Race Theory as a framework for her research. Using interviews and questionnaires of teachers, administration, and students at a multilingual high school, she captured the embodied nativism at the school or the sociopolitical favoring of nativists over immigrants. Malsbary (2014) concluded that this culture shaped the overlooking and underserving of immigrant youths at the school.

Research Methodology used in the field seeks to measure the impact of coursework experiences on pre-service mindset. Many methodological tools are created to examine "pre-experience" mindset and "post-experience" mindset. Although these methods may accurately portray the positives of the coursework experiences around ELLs; experiences must be placed in a broader societal context for their impact to be real. Cummins (1997) uses historical and current practices to develop a theoretical framework around educational structures reflection of power and societal structures. The framework presented in his study reflects the need for measurement of change in ideology of pre-service teachers by showing that the marginalization of issues related to diversity in the pre- service preparation of educators is not a matter of neglect or omission, but as a function of power relations.

Ronfeldt, Schwartz and Jacob (2014) suggest that over the past decade there has been very little quantitative research on specific features of teacher education that might cause certain pathways into teaching to be more effective than others (Pasternak, Caughlan, Hallman, Renzi & Rush, 2014). Ronfeldt, Schwartz and Jacob (2014) go on to state that the large-scale, cross institution studies that do exist typically look at state or district level data which does not provide information on national trends (p. 1). Presently, qualitative research is most frequently used in the field to measure experience. Samples are often asked to reflectively consider and report how beliefs and attitudes have changed because of exposure, or how perception of preparation has

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changed because of obtainment of methodological techniques. Both look at a pre-experience mindset and a post-experience mindset shift. Knowledge of language acquisition is also important in this field (Dixon, Zhao, Shin, Wu, Su, Burgess-Brigham & Snow, 2012) Cummins (1978, 1984, 1986, 1991,1994,1997,2000, 2000b) is known as one of the world's leading authorities on bilingual education and second language acquisition. His quantitative studies, used to inform theory and methodology for this study, though quite numerous and diverse in topic, concentrate on additive bilingualism which refers to the form of bilingualism that results when students add a second language to their intellectual tool-kit while continuing to develop conceptually and academically in their first language (Cummins, 1978). Studies on language acquisition, too, have shifted from large quantitative studies measuring the benefits of bilingualism, to smaller, qualitative studies measuring the political power relationships around bilingual education.

Diversity of Methodology in Pre-Service Preparation.

One of the prevalent ideas for improving the experiences of coursework geared for emergent bilingual preparation for pre-service teachers is to work to shift the attitudes and beliefs about the linguistically diverse through ideology-focused experiences and classes. Another competing idea for improvement is through teaching of specific methodological techniques. These two coursework experiences have been measured both quantitatively and qualitatively with various sample types. Methodology in this field has shifted from a broad perspective of how pre-service coursework transfers to classroom practice, to nuanced measurement accounting for the individual backgrounds and beliefs of pre-service teachers as a part of their pedagogy. Although qualitative accounts measuring change in mindset through pre-experience and post-

experience studies are most prevalent in the field, mixed-methods studies and sampling diversity are also present in the methodology of recent research.

Mixed methodology studies are currently valued in the field as ways of combining the large group numerical way of thinking with the nuanced personal accounts. Studies looking to measure successes of more exposure to ELL students for pre-service teachers in order to change overall beliefs, attitudes, and perceptions may use mixed-methodology to generalize findings. For example, Hutchinson (2013) conducted a mixed-methods study that exposed pre-service teachers to field experiences with ELL students and measured their perception changes. Data revealed the positive acknowledgement of pre-service teachers regarding the benefit of native language instruction used to scaffold learning for ELL students. Hutchinson (2013) advocates for exposure and experience with ELL students for pre-service teachers, and also pushes for adequate preparation for mainstream classroom teachers working with ELLs.

With the quickly changing population, and the underpreparation of content area teachers for ELLs, many researchers looking to provide support for a coursework ELL experience use their own pre-service classrooms for sampling. Keengwe (2010) used a project to provide cross-cultural experiences through cross-cultural partnerships between pre-service teachers and English Language Learners over the course of a semester. This task was conducted with adult ELLs at the same university in order to sensitize the pre-service teachers to cultural and diversity differences they may encounter in their future classrooms. The author used qualitative methodology and found that the project helped pre-service teachers to become more knowledgeable and reflective about other cultures and acceptance. Hildenbrand, and Schultz (2015) used a Service Learning Model to provide their pre-service teachers with an opportunity to work with English Language Learners. The Service Learning Model focuses on expanding

social and cultural human capital through experiential learning. Data analysis included reviewing pre-, post-questionnaires, and reflection assignments to look for patterns, redundancies, and explanations that could shed light on the participants' beliefs about service learning.

Graduate samples are also used to inform pre-service coursework experiences around ELL support. de Oliveira, and Athanases (2007) used focus groups of graduates from a program dedicated to preparation for serving English Language Learners (ELLs) to highlight the need for teaching advocacy in order to meet the needs of ELLs. The methodology was unique in that it focused on the specific, beneficial experiences that students are currently receiving and provides a model for other institutions. The research offers a unique contribution to the field by examining the successes of graduates with ELLs rather than the deficits.

Research Claims

Given the support for emergent bilingual mindset change because of new coursework practices, it may be misconstrued that reflective qualitative accounts are now the only appropriate measurement of experience. This idea has been contested through the placing quantitative research in the foundation of Critical Theory. Gann, Bonner and Moseley (2016) base their study of mathematics teachers' beliefs, attitudes, and knowledge around the grounded theory that teacher behavior is not understood outside of the teacher's thought processes and that knowledge is socially produced. The authors developed a seven point Likert scale and two open ended questions for secondary mathematics teachers to describe specific aspects of teaching ELLs. Results showed that the survey was a reliable measurement of assessing beliefs, attitudes and institutional practices of secondary mathematics teachers regarding the needs of ELLs.

Incorporation of models, such as the Service Learning Model (Hildenbrand,& Schultz,, 2015) must be approached with caution, not only because of the tendency to place ELLs under the broad umbrella of "diverse learners," but also because the incorporation of a Service Learning Model as an attitude shifting technique places the teaching of ELLs into the realm of "unique service" rather than "duty of appropriately teaching all students." This mindset shift may actually push the agenda of the power relations framework emphasized by Cummins (1997) rather than benefit all stakeholders as argued by the researchers.

Studies that use students of researchers as samples play with power relations of a different sort when it comes to warranted claims about coursework experiences. Jimenez-Silvia, Olson, and Jimenez Hernandez (2012) examine the research that suggests that a significant factor in improving the instructional practices for ELLs is pre-service teachers' confidence in their ability to teach ELLs successfully in the classroom. This confidence may be derived from endorsement curricula which has been shown to have a positive effect on the attitudes and beliefs toward teaching ELLs in pre-service teachers. The researchers state "As researchers who study pedagogy and as former classroom teachers who also have experience in teaching ELLs, we understood the importance of how to deliver the state-mandated content to pre-service teachers" (p.14). Researchers who use their class as a sample may not only evoke different responses from students than neutral researchers would, but may also interpret findings in a way that supports implementation of what they desire to teach.

Macro, quantitative studies have provided the context for better understanding of how language is acquired and the generalizable notion that dispositions of teachers do, indeed, have an effect on student teachers. Micro, qualitative studies have shed light on the personal effects of policy on ELLs, and the attitudes, beliefs, and perceptions of preparedness of pre-service

teachers. Overall, the research techniques used in the field to measure the experiences around emergent bilinguals in pre-service coursework are valid, multifaceted and reliable. They illuminate the Literature Review through their focus on societal structures through mainstream practices, groups privileged, and language beliefs of pre-service teachers; and lifting up the voices of ELLs through new, equitable teacher beliefs, attitudes, and techniques brought about by pre-service coursework.

Through discussion of the origins of the Traditional model for pre-service programs addressing assimilation theory, acknowledgement of the impact of wars and immigration, and attention to policy shifts a background for chronicling the field's ever-changing context was given. A framework for central theories around pre-service program improvements was also presented. The key debates surrounding the educational problem and acknowledgement of gaps in the research provided evidence for the importance of further investigation addressing the question: "what attributes of which program models do pre-service teachers consider beneficial in their ability to meet the needs of emergent bilingual students in their classrooms and why?" Finally, a summary of ideas and theories, research methodology, and previous research claims was put forward. Using the lens of Critical Theory, the following chapter outlines this distribution of power and privilege and examines the four language acquisition models: Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Proficiency (CALP); The Common Underlying Proficiency or CUP model, the Task Difficulty Model; and the Additive/ Subtractive Bilingualism Model.

Chapter 2: Theoretical Framework

This study seeks responses to the question: within the context of three broadly-conceived models of teacher preparation coursework, what attributes of which models do pre-service teachers consider beneficial in their ability to meet the needs of emergent bilingual students (EBS) in their classrooms and why? The study's context is informed by the notion that teacher preparation programs should help candidates learn the knowledge, skills, and dispositions (KSDs) needed for working with emergent bilingual students. In the previous chapter, I offered three teacher preparation program models, each offering a distinctly different array of courses and clinical experiences to support acquisition of these KSDs associated with teaching emergent bilingual students.

In this chapter, I begin with a review of qualities of the three program models studied in this dissertation. I then offer a rationale for the use of Critical Theory and selected language acquisition models throughout this research study. I then present the origins of Critical Theory, the connection of Critical Theory to voice and empowerment, and the connection of the tenets of Critical Theory to emergent bilingual students and pre-service education. Finally, I dissect the language acquisition theories and models used in this dissertation, and offer a critical analysis of each of the language acquisitions models.

The first model, Intentionally Integrated Model, merges specific opportunities for teacher candidates to learn the needed knowledge, skills and dispositions (KSDs) related to working with EBS into all coursework. The second model, Student Selected Add-On Model,

offers specific coursework for teacher candidates to learn the needed knowledge, skills and dispositions (KSDs) related to working with EBS as an add-on licensure. The third model, Traditional Model, offers teacher candidates opportunities to learn the needed knowledge, skills and dispositions (KSDs) related to working with EBS under the umbrella of multicultural coursework.

Each model also has an inherent and historical understanding of how the home language of emergent bilinguals is viewed: as a problem, a privilege, or a right. At the center of home language viewpoint is the notion of power and power relationships. "Linguicism discourse—like racial discourse—is similarly reflective and constitutive of power and underlying power relationships that are normalized in the broader social context and implied as the 'natural' order of things" (Ligget, 2014, p.114). This 'natural' order of things is replicated through education which makes it of value to consider "The Circuit of Cultural Production" (Apple, 2005).

Chapter One discussed the cyclic nature of education and the importance of not only transformation of reproduction, but also recognition as a means of transformation. Reproduction or transformation serve as outcomes of The Circuit of Cultural Production. Apple (2005) writes, "Commodities…can either link one into a chain of dominant sets of social relations or provide an extension of collective and political work" (p.15). Here the reference to commodities is not only inclusive of material items (buildings, textbooks, technology, etc.), but also political and socioeconomic power of the mainstream society. It is important to question how the home language of emergent bilinguals functions as a commodity. "Actually, this is not an either/or relation. It can be both at the same time—simultaneously a form of reproduction of dominant relations and an arena for counterhegemonic possibilities" (Apple, 2015, p.15). Pre-service

coursework must not only be viewed through a lens of recognition of reproduction, but also through an emancipatory lens of counterhegemonic possibility for emergent bilingual outcomes.

As such, Critical Theory will be used in this study to better understand and explain how domination of the mainstream culture(s) shapes what gets privileged in the coursework designed to prepare of teachers for EBS and, as a result, affects the lives of individuals based on race, class, gender, sexual, ethnic and religious backgrounds and language (Marx, 1941, 2002; McClaren, 1989; Apple, 2015). In this study, I will use Critical Theory in tandem with selected language acquisition models of Cummins (1984, 1991, 1994, 2000) to examine how home language is a viewed to and offer models around KSDs. Together, the frameworks will guide understanding of how emergent bilingual voice and empowerment is made accessible or not by pre-service teachers' preparation through each model. Together, these two theoretical frameworks may inform on how future mainstream and language educators might be better prepared to work with EBS.

Critical Theory Origins

Power sits at the focal point of Critical theory. McLaren (1989) describes the goal of Critical theory as "an attempt to force reality to surrender to a more emancipatory vision of democratic social life" (p.17). This emancipatory lens has roots in the social theory of Karl Marx and serves as a counter narrative to the mainstream, dominant way of life. McLaren (1989) writes "At a time when Marxist social theory seems destined for the political dustbin, it is needed more than ever to help us understand the forces and relations that now shape our national and international destinies" (p.11). Marxist origins developed the Critical Theory framework, which works to situate everyday life on the larger geo-political scale. These "national and

international;" destinies are expanded on by positioning mainstream and marginalized society in this broader context. Apple (2011) defines the broader context roots of Critical Theory:

One of the most important steps in understanding what this means is to reposition oneself to see the world as it looks like from below, not above... We need to think internationally, not only to see the world from below, but to see the social world relationally. In essence, this requires that we understand that in order for there to be a 'below' in one nation, this usually requires that there be an 'above' both in that nation and in those nations with which it is connected in the global political economy. (p.225)

Critical Theory calls for a unified vision of all facets of society in order to improve the lives and upward mobility of the oppressed. Applied to the field of education, Critical Theory takes up the charge of reordering the structures of schools and within that, using learning as a resource for change and advocacy.

Critical theory, voice and empowerment. This study draws on Critical Theory to examine underpinnings in the curricular choices of teacher preparation programs at a public institution of higher education (IHE), especially around language instruction for pre-service teachers. As such, Critical Theory illuminated opportunities that interrupt the policies that create the Circuit of Cultural Production (Apple, 2005) as it relates to pre-service coursework. In doing so, pre-service teachers found voice and empowerment with emergent bilinguals. These terms - "voice" and "empowerment" are key points of Critical Theory. In this study, "voice" is defined as "the many ways in which students may actively participate in classroom and school decisions that will shape their lives, the lives of their families, and the lives of their peers" (Fielding, 2001; Goodwillie, 1993, Levin, 2000 as cited by Mitra, 2006, p.196). "Empowerment" is defined as the

"moving of excessive power or control from the teacher, to a situation of minimal power with learners being empowered to take control of their own learning" (Nichols & Zhang, 2011 p.231).

 Thus the focus on these outcomes of "voice" and "empowerment" for pre-service teachers' work with emergent bilinguals.

In this study, these outcomes were examined by the opportunities preservice teachers have to learn about voice and empowerment and their use in their work with emergent bilinguals. Figure 2.1, below, illustrates the positive ways in which students can be empowered in the teaching and learning relationship. Figure 2.1, demonstrates the relationship between positive relationships and empowerment. Empowering, positive relationships can be found in the second quadrant where autonomy, creativity, self-improvement and consistency are used to describe the teaching learning relationship. When I interviewed pre-service teachers and methods class instructors, and analyze syllabi, I will look for words or reports that align with the descriptors in this figure in order to help define the role of empowerment in pre-service teacher coursework.

Affirming or Positive relationships

Undemanding classroom
   Overprotective
   Permissive
   Offering praise for easy work
   Communicating pity

Motivating classroom
   Autonomy
   Creativity
   Self-improvement
   Consistency

Control ←   → **Empowerment**

Destructive classroom
   Low expectations
   Forced learning
   Oppressive
   False praise

Confusing/Neglecting classroom
   Competition is encouraged
   Praise contingent on success
   Mixed messages

Negative relationships or Rejection

Figure 2.1 Classroom Empowerment Dimensions (adapted from Nichols & Zahng, 2011, p. 233).

     Critical theory tenets and emergent bilinguals. In this study, tenets of Critical Theory guide my evaluation of what is privileged in pre-service preparation and what is neglected. Marx (1941/2002) theorized that, "the concrete is concrete because of it is the concentration of many determinations, hence unity of the diverse" (p. 11). This study looks at, and questions, the ways the existing, traditional, concrete norms in teacher preparation program coursework can be broken down and looked at from other perspectives. The perspective of how pre-service teachers embrace and/or utilize their IHE program's view of emergent bilinguals is central to the tenets.

     The first tenet - language is central to the formation of subjectivity, conscious and subconscious awareness - implies that mainstream society forms views and opinions of people based on language (Kincheloe, McLaren, & Steinberg, 2011). This can be applied to English language teaching. Linguicism is an everyday occurrence in the lives of emergent bilinguals,

who often encounter discriminatory obstacles because others view their English proficiency and their accents as deficient. This tenet of Critical Theory is amplified at the structural level in both past and present U.S. education policies. English Only propositions and No Child Left Behind (NCLB) highlight this linguicism. Under NCLB, funding for bilingual education programs were cut in half and there is no requirement to provide bilingual programs despite the requirement that ELLs must take standardized tests in English (Evans, & Hornberger, 2005). The lack of regard for emergent bilinguals written in this policy illustrates how many structures in education function.

The second tenet explores the endemic nature of privilege and oppression in society and postulates that certain groups in any society and particular societies are privileged over others. It further states that although the reasons for this privileging may vary widely, the oppression that characterizes contemporary societies is strongly reproduced when subordinates accept their social status as natural, necessary, or inevitable (Kincheloe, McLaren, & Steinberg, 2011). When an understanding of the historic effects of European colonialism and language and education policy is present "an accurate account of social and political motivations that work to solidify perceptions of non-native English speakers" (Ligget, 2014, p.116) occurs. However, the influence of European colonialism and the propagating bias against ELLs is often absent in pre-service education courses perpetuating reproduction of oppression (Ligget, 2014) thereby perpetuating the Cycle of Cultural Production (Apple, 2005). This awareness factor, of historical and contemporary class privilege, is certainly influential regarding the KSDs needed for working with emergent bilinguals because recognition and acknowledgement lead to transformation and change.

The third tenet states that mainstream research practices are generally, although most often unwittingly, implicated in the reproduction of systems of class, race, and gender oppression (Kincheloe, McLaren, & Steinberg, 2011). Their use, in turn, minimizes exposure of explicit, implicit and hidden curriculum (Eisner, 2002) in K-12 schools and IHEs. This tenet evokes questions such as: What is included in pre-service coursework? What is excluded? Why? What are the deciding factors in the program models selected by pre-service teachers? These questions sit at the core of my research project.

Interestingly, the notion that mainstream research practices reinforce social biases is also evident in mainstream thinking. In other words, mainstream research practices mirror mainstream research questions and thought. Consistently, in the research world, power and voice are given to those who already have power and voice and practices often neglect the voices of the marginalized. This neglect of the marginalized voice is, perhaps, unwittingly implicated in classrooms with EBS and in pre-service preparation. Giving emergent bilinguals the opportunity to voice perspectives and understandings allows for the dismantling of identities given by the mainstream culture: the notion of identity, then, is not a fixed essence, but rather an assemblage of positions, narratives, and discourses constructed from relationships, experiences, and individual positionality (Mouffe, 1993, as cited by Ligget, 2014, p.118). Ladson-Billings (1998) confirms the importance of voice for the marginalized through storytelling: "Stories provide the necessary context for understanding, feeling, and interpreting" (p.13). This study aimed to use research practices to counteract the status quo.

Critical theory and pre-service education. This study used a progressive, global lens of advocating for the oppressed. Societal structures, like IHEs are places of power, and can also be

places of reproduction of inequitable practices around education. Cochran-Smith and Villegas (2016) argue

> In a global world, the rigid boundaries that previously separated countries have become more relaxed and fluid…In some countries, such as the United States, new immigration patterns were coupled with a long history of institutionalized racism and the impoverishment of minority children and families; these helped to bring matters of diversity and inequality to the forefront of education. (as cited in Gitomer & Bell, 2016, p. 445)

Bringing matters of diversity and inequality to the forefront of education creates counterhegemonic educational practices and, in turn, brings marginalized groups, such as emergent bilinguals, to the center of the teaching learning relationship.

Viewed through a critical lens, education and pre-service education calls for IHE's to include advocacy, and attention to oppression, including home language oppression in teacher preparation programs rather than reproduce language, class, gender, and race oppression through mainstream practices and no acknowledgement of the complex phenomena of power relations and oppression. As Giroux (2003) writes "…any attempt to change the schools from within has to deal with the interrelated and diverse ways in which oppression is shaped and reproduced under the weight of wider institutional contexts" (p.9). These complex layers are critical for educators and pre-service educators to understand, and should be a part of the pre-service curriculum. He goes on to state that "in opposition to the corporatizing of public schools, progressive educators need to define public and higher education as a resource vital to the democratic and civic life of the nation" (p. 10). IHE's help to shape the pre-service experience and many of the ideological and epistemological thought and practice. Understanding that "no

curriculum, policy, or program is ideologically or politically innocent, and that the concept of the curriculum is inextricably related to the issues of social class, culture, gender and power" (McLaren, 1989, p. 213) helps to frame the traditional pre-service curriculum in the context of Critical Theory. Coursework, experiences, and exposure during class and fieldwork are both implicitly and explicitly related to social issues. McLaren (1989) also notes that this "inextricable relation" is not discussed in teacher education, but in fact becomes a part of the hidden curriculum; one that "refers to learning outcomes not openly acknowledged to learners, because to do so would undermine the social universe in which capitalist schooling thrives in its reproduction of labor power" (p.213). By connecting coursework, experiences and exposure to social issues, matters of diversity and equality are brought to the forefront of education.

The foundational focus of Critical Theory on class, social, and economic reproduction, when applied to pre-service education for the support of emergent bilinguals, offers insights on what is privileged in the curriculum. Viewing pre-service preparation for emergent bilinguals through the lens of Critical Theory opens conversation around language ideology endemic to the structures and institutions of our nation. Current educational policies and practices do not generally support desired content area outcomes with emergent bilinguals. In fact, there is no consideration of development or even maintenance of the home language oral and written proficiencies as relevant to academic achievement (Lee, 2005). This is the result of numerous factors including resource availability. "Resources are scarcer and teacher attrition is higher in inner-city schools where ELLs and other nonmainstream students tend to be concentrated" (p. 493). Lack of teacher preparation for nonmainstream students, including emergent bilinguals only contributes to this attrition. Instead of becoming central to the curriculum, approaches in

pre-service education around inclusion of issues around race, class, gender and language experience criticism. Cochran-Smith and Villegas (2016) state:

> This is reflected in the backlash against multicultural and social justice approaches to teaching and teacher education. Instead, as noted above, there is increasing pressure to focus primarily on those aspects of teacher preparation that can be directly linked to student achievement on high-stakes tests. (as cited in Gitomer & Bell, 2016, p. 445)

Institutions and societal structures that create and inform policy are places of power and work to either dismantle or perpetuate existing the hierarchical relationships surrounding teachers' work with emergent bilinguals , just as they work to continue the cycle or attempt to transform/break the cycle of cultural production (Apple, 2005).

Critical Theory and Commonplace Understandings of Language Assimilation

How we view language and the role of language in education in the United States emerges from a foundation of cultural assimilation. Research on language ideology in the United States, uncovers an interesting truth about perspective on language.

Blackledge (2002) and Blommaert (2008) state

> The main findings of this research are that such ideologies are generally grounded in the myth that nation states are monocultural and monolingual societies, that immigrants' proficiency in the dominant or official language(s) of the accepting nation is a reflection of their cultural and political loyalty, and that, therefore, immigrants are only welcome if they are willing to assimilate and are actively trying to do so. (as cited in Griswold, 2010, p. 490)

If assimilation is, indeed, the expected or desired outcome this ideology assumes assimilation is a simple process. However, there are many factors that slow and stop

assimilation, and instead result in "partial dissociation from the main body of the American life" (Covello, 1938, p. 325) or in loss of home language and social standing within families (Thomas, 2011). In fact, the history of our country has helped mold an ideology that values assimilation. Assimilation, itself, is not necessarily a "blot" on the nation's ideology. Rather, as these authors argue, it is fueled by the belief that assimilation can bring unity and peace in times of trouble. It can create a sense of belonging that immigrants may not otherwise feel.

However, the way in which non-assimilation is dealt with creates the racially stratified society in which we live. This dissociation has a language element that feeds a mentality in the United States of America having a subordinate population with issues and interests of their own while privileging others. In turn, issues and interests of this population sink to the bottom of the hierarchical pyramid of the values of the educational system as well.

Models of language assimilation. Assimilation – as a process of cultural and language acquisition – is not linear. In fact, there are many models of assimilation when viewed from a critical perspective. This is because each is not without subjectivity, and reproduces class, race, language, and gender oppression (Kincheloe, McLaren, & Steinberg, 2011). Classic assimilation expects immigrants to gradually conform to the hosting society. This model is referred to as the Anglo-conformist model. The racial/ethnic disadvantage model, on the other hand, suggests racial discrimination will still create a barrier for upward socioeconomic mobility even though mainstream language and cultural familiarity may increase (Lee & Bean, 2004). Both of these models come together to form segmented assimilation (Zhou & Portes, 1993). The segmented assimilation model, aligned with Critical Theory, focuses on the identification of the factors that may cause negative assimilation (context, structure, cultural factors). Rather than being caused by racial disadvantages, this model portrays numerous societal structures that slow or stop

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economic mobility. The identification assimilation model, another model, works to "break the concrete and unify the diverse" (Marx, 1941, 2002). It focuses on immigrants gaining economic upward mobility. This upward mobility comes from the ability to identify in their dynamic ethnicities through reactive identification, selective assimilation, and symbolic ethnicity (Lee& Bean, 2004). In other words, immigrants are able to assimilate economically into the host society while preserving ethnicity at the same time.

Thus, immigrants today are often forced to observe themselves as they are seen by others, and in turn forced to fit an inferior typology constructed by our class system (Linton, 2004). This typology is often reproduced in education systems. This is true not only for immigrants, but for their children as well, who make up a large portion of current emergent bilinguals. Because of the historical value placed on assimilation and mainstream American customs, along with the customs and values of American subcultures, the linguistic outcome of English monolingualism continues to be a typology adopted by ELLs (Linton, 2004). In preparing teachers for this environment, it is important to acknowledge how monolingualism may be implicitly and explicitly pushed in IHE program models. This knowledge frames both the research question and the opinions and perceptions pre-service teachers.

Language Acquisition Theories and Models

It is important to examine my research question through the lens of Critical Theory because the term "Knowledge, Skills, and Disposition" (KSD) is widely used within pre-service preparation, and by its very nature privileges particular types of each. This privilege is codified in the accreditation requirements the Council for the Accreditation of Educator Preparation (CAEP)'s Standard 1: Content and Pedagogical Knowledge," 2015, which states: "Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)

in the following categories: the learner and learning; content; instructional practice; and professional responsibility." As a result, these expectations put forward broadly conceived models of coursework for pre-service preparation for emergent bilinguals. My use of Critical Theory will shine a light on what is privileged and its impact on what pre-service teachers take up in their own teaching. Therefore, it can be used to point out how a curriculum of multiple voices, backgrounds and views can broaden KSDs and produce critical educators. After all, "[t]he critical educator doesn't believe that there are two sides to every question, with both sides needing equal attention. For the critical educator, there are many sides to a problem, and often these sides are linked to certain class, race, and gender interests" (McLaren, 2003, p. 71).

Cummins (1984, 1991, 1994, 2000) a leading authority on bilingual education and second language acquisition, a critical educator, offers models around KSDs and how they could be applied to mainstream and language educators. Given the historical context of assimilative practices in the classroom, it is important to examine how home language is a viewed. The four models chosen for this research are: Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Proficiency (CALP); The Common Underlying Proficiency or CUP model, the Task Difficulty Model; and the Additive/ Subtractive Bilingualism Model. Given the intricate layers of language acquisition theory (Eckman, Highland, Lee, Mileham, Rutkowski &Weber, 1998), Cummins' (1984, 1991, 1994, 2000) language models were not utilized as a central framework but served as references in analyzing syllabi, discussing voice and empowerment. These models were used to create the interview guides as well as a foil from which to listen to pre-service teachers as they describe what they found to be beneficial attributes of their program preparation in support for emergent bilinguals. The summaries of the models conclude with an analysis ranking each model by its connection to Critical Theory and socially

just pedagogy. Additional details about how these models were used in this study are found in Chapter 3.

Basic Interpersonal Communication Skills/ Cognitive Academic Language Proficiency

Although dissection of language acquisition models may help portray the positives of the coursework experiences around ELLs; these models must be placed in a broader societal context for their impact to be understood. Cummins (1997) uses historical and current practices to develop a theoretical framework around educational structures reflection of power and societal structures. The BICS/CALP Model distinguishes between two separate kinds of language proficiency: Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS is regarded as "surface;" in other words, listening and speaking in a second language are acquired from informal social interactions with native speakers. It is typically developed within two years of immersion (Cummins, 1984). The other type of language proficiency identified by Cummins (1984), CALP, serves as the basis for which emergent bilinguals are able to handle the academic demands placed on them in English-speaking mainstream classrooms. This typically takes 5-7 years (Cummins, 1984). While a student may have strong BICS, it is important that teachers and pre-service teachers do not assume they are fluent and falsely label them as having special education needs. Instead, teachers should acknowledge the language gaps, and also have an understanding of how both BICS and CALP in home language may be used to learn a second language which leads into the next model- Common Underlying Proficiency (CUP).

Common Underlying Proficiency (CUP) Model Overview

The Common Underlying Proficiency or CUP model (Cummins, 2000) centralizes around the belief that while learning one language, a child acquires a skill set and implicit metalinguistic knowledge that may be used when learning another language. Mainstream teachers may draw from this theory when deciding on the role of home language in their classrooms. Continuation in native language development will increase conceptual knowledge which helps to make input in a second language comprehensible (Cummins, 2000). The amount of home language used in the classroom may serve as a platform as teachers design lessons around the next model: Task Difficulty

Task Difficulty Overview

This language learning model uses levels of cognitive difficulty accompanied by amount of context to theorize the amount of engagement and understanding teachers can expect from emergent bilinguals. Context-embedded includes a variety of visual and oral cues, where as a context-reduced activity offers no other sources than the language itself. Pre-service teachers can use this awareness to judge appropriateness of tasks and to use a variety of quadrants throughout their curriculum. Figure 2.2 demonstrates four quadrants where classroom activities fall. The figure can be used as an EBS inclusion tool for pre-service teachers as they design classroom activities.

I	II
I Cognitively Undemanding + Context-embedded	**II** Cognitively Undemanding + Context-reduced
III Cognitively Demanding + Context-embedded	**IV** Cognitively Demanding + Context-reduced

Figure 2.2. Cummin's Framework for Evaluating Language Demand in Content Activities (adapted from Reiss, 2005, p. 13).

The measure of context-embedded, context-reduced, and the level of cognitive demand, can be better determined by teachers through a strong understanding of the next model, the Additive/Subtractive Bilingualism model.

Additive/Subtractive Bilingualism Overview

The Additive/Subtractive Bilingualism model draws on the cultural aspects of language. Additive Bilingualism is achieved when teachers place value on home language and home culture while adding a second language. The opposite occurs in subtractive bilingualism, where the value of home language and home culture are reduced as a second language is added (Cummins, 1994). This model can help to shape mainstream classrooms. Pre-service teacher knowledge of this theory can help to mold their ideology about other languages and other cultures as well as their value in their future classrooms. The Additive/Subtractive Bilingualism theory aligns with Critical Theory as it works to either dismantle the tenets (classrooms

practicing additive bilingualism) or perpetuate them (classrooms practicing subtractive

bilingualism).

A Critical Analysis of Language Acquisition Theories and Models

Teacher preparation programs, generally, offer three broadly-conceived curricula models-

the Traditional Model, the Student Selected Add-On Model, and the Intentionally Integrated

Model related to helping candidates learn the knowledge, skills, and dispositions (KSDs) needed

for working with EBS. This research examined those attributes of these models that pre-service

teachers believed help them meet the needs of emergent bilingual students in classrooms.

When examined through the lens of Critical Theory, each of the three models brings to

light the question of who holds power and privilege. In this study, the models have been ranked

by these elements of who holds power and privilege. The Additive/Subtractive Bilingual Model

highlights the differences among classrooms that give voice and privilege to ELLs and

classrooms that give power to monolinguals. Research reveals the linguistic outcome of English

monolingualism continues to be a typology adopted by ELLs (Linton, 2004) and both implicitly

and explicitly pushed in pre-service education. Valuing and advocating for home language and

home culture incorporation in the mainstream classroom works to change this typology and shift

the power dynamics that center English-learning. The shift of control from the teacher to the

students for their own learning embodies the definition of empowerment used in this study.

The Task Difficulty model was selected to have the next closest association with Critical

Theory. Teachers who select home language context-embedded activities for their classrooms

enable their ELLs to participate and have a voice in classroom activities. Voice signals the ability

of students to actively participate in ways that will change their life, the lives of their family or

lives of their peers. Context can come in the form of incorporation of home culture, or incorporation of home language. Neglecting the quadrants, and therefore remaining in quadrant four (context reduced and cognitively demanding) begs the Critical Theory central question of "who is left out?"

The model that demonstrates an association that reflects Critical Theory in society is the BICS/CALP model. As previously mentioned, an inadequate understanding of the BICS/CALP model continues to contribute to the overrepresentation of ELLs in special education (Cummins, 1997). This misidentification is representative of the deficit view of those who do are not yet fluent in English. This deficit view illustrates the power of the mainstream language over other languages in our society-a reflection of Critical Theory.

The final model, the Common Underlying Proficiency model, demonstrates a link between the historic privilege placed on monolingualism and the lingering mindset that comes from this privileging. Common Underlying Proficiency (CUP model) has been historically contested (Clarke, 1997) as a way of arguing that our brain only contains a certain amount of language capacity, and filling it up with one language detracts from other languages. Although antiquated, this argument feeds the mindset for cutting bilingual development, reproducing language subjectivity, and privileging monolinguistic outcomes in the pre-service coursework.

The sliding scale of power, voice and privilege of EBS in the ideology and practice of pre-service teachers sat at the core of my data generation and analysis. Definitions of how power and voice are used in this study are outlined in the next chapter. Figure 2.3 drawn from Cummins (1986, 2000b) shapes the connection between emergent bilinguals and empowerment in the classroom.

Empowered	Disabled
Emergent bilinguals have home language and culture incorporated into the school curriculum	Emergent bilinguals lack home language and culture incorporated into the school curriculum
Minority communities are encouraged to participate in their children's education	Minority communities are discouraged to participate in their children's education
Education promotes the inner desire for children to become active seekers of knowledge and not just passive receptacles	Education diminishes the inner desire for children to become active seekers of knowledge
Assessment of emergent bilinguals avoids locating problems in the student at seeks to find the root of the problem in the social/educational system or curriculum wherever possible	Assessment of emergent bilinguals locates problems in the student rather than seeking to find the root of the problem in the social/educational system or curriculum wherever possible

Figure 2.3. The Sliding Scale of Power and Privilege in the Classroom of Emergent Bilingual Students

The Task Difficulty, Additive Subtractive, BICS/CALP, and CUP models are influenced by what is emphasized and what is left out of the pre-service coursework and experiences. The institutional and societal structures shape the KSDs deemed necessary to support all students including emergent bilinguals. Attributes of the Intentionally Integrated, Student Selected Add-On, and Traditional models considered beneficial for emergent bilingual support are based on the experiences and ideas of pre-service teachers, along with the language learning theories of Cummins(1984, 1991, 1994, 2000). The choices around preparing pre-service teachers for meeting the needs of emergent bilinguals, and the views of these pre-service teachers concerning what program attributes are beneficial can be better understood when examining the decisions and the voices of the pre-service teachers through the broad lens of Critical Theory. How program instructional staff take up these models, studied through a critical lens, framed this study's research design. The research design for this study is detailed in the next chapter.

Chapter 3: Methodology

This study sought responses to the question, within the context of three broadly-conceived models of teacher preparation coursework, what attributes of which program models do pre-service teachers consider beneficial in their ability to meet the needs of emergent bilingual students (EBS) in their classrooms and why? The Intentionally Integrated, Student Selected Add-On, and Traditional models inform the study's context along with the notion that teacher preparation coursework should help candidates learn the knowledge, skills, and dispositions (KSDs) needed for working with EBS. Using Critical Theory as a lens for this research, this chapter offers the qualitative, phenomenological research design I used to seek responses to the central question. I begin by describing my selection of a qualitative approach and the research question context. Next the study's sample and methodological tool selection are laid out. Next, a pilot study of this dissertation research is shared. Finally, the research schedule, establishment of trustworthiness, presentation of findings, limitations, and reflexivity are described. Regarding the written point of view, in the pursuit of reflexivity and proximity to the research, I use first person writing style.

Qualitative Research

"Qualitative inquiry is not a single monolithic approach to research and evaluation" (Patton, 2015, p. 97). The research question: "Given the array of pre-service program models, what attributes of which models do pre-service teachers consider beneficial in their ability to meet the needs of emergent bilingual students in their classrooms and why?" asks the researcher

to go beyond "hard" data and into the world of "complex, dynamic, interdependent, textured, nuanced, unpredictable, and understood through stories, and still more stories" (p.87). The multifaceted word "experience" drawn from the research question is not searching for deductive generalizations, but rather to understand this pre-service practice through holistic and inductive eyes. I do not wish to finish the research with "dos" and "don'ts" but rather with "what does this mean for your context?" (p.87).

Previous research addressing the need for improved education for emergent bilinguals is clear about the crisis of a growing emergent bilingual student population and a teacher population that is ill-prepared to meet the language acquisition, culturally relevant, self-advocacy needs of these students (Hutchinson, 2013). The literature lays out a timeline of where our nation is heading based on current and historical trends. The research also suggests improvements and solutions centralized in expanded and enhanced teacher preparation. My research question extends previous research by informing how voice and empowerment of EBS is met through pre-service preparation. It was conducted with a qualitative approach.

Using a Phenomenological Qualitative Approach

A qualitative approach to this research was needed in order to offer perspectives on both holistic and isolated instruction and immersion experiences and pull out the lived experiences and mindsets of the pre-service teachers following the pathways of the different program options. I was able to make meaning out of candidates' lived experiences and any mindset shifts, which was best done through a phenomenological approach. Van Manen (2015) writes "phenomenology does not just aim for the clarification of meaning, it aims for meaning to become experienced as meaningful" (p. 373). A phenomenological approach was used in order

to capture lived experience and consciousness and the underlying societal structures of the "not now" (p.368).

My research question asks what experiences are present, but the question implicitly asks what is missing as well. As interviews and data were analyzed through a phenomenological lens, the experiences, or lack thereof, were highlighted.

> What seems given or what seems to present itself in the primal or prereflective immediacy of every moment of the now is always haunted by the not now in which we are forever caught by the absence or void that always echoes in everything we seem to locate in the so-called things to which we turn: the act of consciousness, or primordially of lived experience. (Van Manen, 2015, p.368).

This quote underlines a research context that examines what has been missing or absent in pre-service coursework, as is the case with this study.

Research Context

It is estimated by the year 2030, over 40% of the K-12 population in U.S. schools will be children whose first language is not English (U.S. Census Bureau, 2007, Shin & Ortman, 2011). School enrollment of Hispanic students at all levels grew 35.5 percent in the 10 years from 2005 to 2015 (U.S. Census Bureau, 2017). This situation is one that veteran, beginning, and pre-service teachers will encounter in mainstream classrooms. Potential academic consequences for EBS attending schools without adequate accommodations has prompted a two-pronged discussion. The first, as previously mentioned, addresses whether, as De Oliveira and Shoffner (2009) posited, the teaching of emergent bilingual students be addressed with future content-area teachers under the umbrella of "teaching diverse students." The second discussion addresses the

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levels of effectiveness of content teachers teaching emergent bilingual through specific language learning activities either isolated from or embedded in existing curriculum (Gann, Bonner & Moseley, 2016). Research addressing the first discussion is clear - to place EBS under the board category of diverse learners is to ignore the specific and unique needs and gifts that they bring to the classroom and country (Gottfried, 2014). Outcomes of the second debate require more research. Consequently, teachers in U.S. schools are underprepared to teach the growing population of ELLs (Hooks, 2008; Giambo, Szecsi & Manning, 2005). Teachers in some content fields and program models, such as secondary English language arts program models, have been encouraged to address the teaching of English language learners through specific language learning activities (De Oliveira and Shoffner, 2009). Yet, Lucas and Villegas (2011) assert that teacher education program instructional staff and those who design program models have yet to adequately address the specific learning needs of ELLs throughout the curriculum of all pre-service teachers. The context for this research provides a background for the procedures I used to for participant selection.

Description of Program Models

The three program models selected for this study each have a unique history, curricular aspects, and desired outcomes. The Intentionally Integrated Model has historically served as the IHE's birth to age three-teacher certification program. Unique aspects of this program include preparation for culturally and linguistically diverse families, attainment of a degree with or without state certification, and, especially pertinent to this study, easy access to ESL and bilingual certification given the integration of KSDs throughout the coursework. Also emphasized in this program model are classroom-based field experiences in diverse classroom settings.

The Traditional Model serves as the IHE's English Language Arts certification program for teaching grades 6-12. The Traditional Model emphasizes 21st century learning, incorporation of standards, policies, digital technologies, and literary study, composition and integration of these techniques into pedagogy. The program also offers a full year placement in the final year of coursework with one semester in a middle school and a second semester in a high school setting. Finally, the Traditional Model offers online tutoring opportunities and preparation for a culturally diverse student population. For the purpose of this study, it is important to address that Traditional Model coursework requirements include a cultural diversity course component and a foreign language component.

The Student Selected Add-On Model draws from pre-service teachers with diverse majors. This program, known as the English as a Second Language Minor, offers options for minors, majors, and add-on credentials. It highlights multilingualism and cultural, sociological, linguistic, and psychological diversity in U.S. educational institutions. Coursework includes classes focusing on issues in language education, linguistics, developing biliteracy, and methods of teaching ESL. Finally, student teaching in an ESL classroom is required.

Selection of Participants

Although there are many selection strategies for research sites and participants (Patton, 2002, 243-244), qualitative researchers must focus specifically on purposeful, intentional choices rather than large populations chosen for the purpose of generalizability. Glense, (2011) drawing on Patton (2002) writes: "The logic and power of purposeful sampling…leads to selecting information rich cases for study in depth. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research" (p.46). As I return to the root of the research question, the word "experience" is yet again examined. This

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word lies at the heart of the purpose of the research. Therefore the sampling of the interviewees included those who are immersed in the experience. It logically followed that those interviewed must be pre-service teachers and their methods course instructors.

Recruitment of participants. Informal verbal or written consent from the methods instructors for access to recruiting pre-service teachers was obtained through e-mail or personal contact. Pre-service teachers who qualified for the study, but were not presently enrolled in a weekly seminar, were recruited through an e-mail announcement of the study from me or an instructor from that program. Instructional staff who taught methods classes for one of the three models- Intentionally Integrated, Student Selected Add-On, or Traditional- offered informal verbal or written consent for participation in the study. All other participants were recruited through the reading of a script when I visited seminar classes. Full disclosure about the nature of the study was offered in the recruitment script and consent forms. Glesne (2011) writes that "Even when you are as honest and open as possible about the nature of your research, you will continue to develop ethical questions concerning your field-work" (p.176). Anticipating and reacting to these types of risks was something I worked to address by often referring back to the recruitment script and consent forms. I wanted to be sure that I was conducting research well within the realm of what participants agreed to.

In my proposal for this study, I wrote that if the sample for a particular program model is greater than three participants, focus groups will take place instead of follow-up interviews. This happened in two out of the three groups. The sample for the Traditional model was especially large and two focus groups were conducted. The consideration of how many pre-service teachers should make up each focus group was drawn from both the amount of pre-service teachers in these programs and the qualitative phenomena. "The sample must be representative of the

phenomenon…The sample must be representative of the population" (Morgan, 2012, p. 199). In total, there were 10 Traditional Model participants, 2 Student Selected Add-On participants, 4 Intentionally Integrated participants, and 3 Methods Professors.

The syllabi from each program model were collected through e-mail correspondence with the methods class instructional staff. I collected 11 total syllabi. Five were collected from the Intentionally Integrated Model, two were collected from the Student Selected Add-On Model, and four were collected from the Traditional Model. Each program model has a different amount of classes that are considered to be methods and each methods professor offered a different amount of syllabi.

Inclusion and exclusion. In this study, the pre-service participants were selected from one university based on their program enrollment in one of the three following models: English Language Arts (ELA) secondary education pre-service teachers (Traditional Model), added on ESL licensure pre-service teachers (Student Selected Add-On Model), Early Childhood Education program (Intentionally Integrated Model). All pre-service teacher participants were starting their final semester at the IHE and were situated in student teaching placements at the time of interviews. Most pre-service teacher participants completed the methods courses for their program in the previous academic year. It should be noted that the pre-service participants were not actually in methods classes the semester of data collection. Instructional staff from this university that have taught methods classes for one of the aforementioned models also made up the sample. The interview prompts regarding coursework asked them to recall knowledge after the fact. For the most part, instructional staff interviews occurred in the middle of their teaching of a methods class to a different cohort.

Researcher interactions. Pre-service teachers that I supervised in the Traditional model were excluded from the study so as to limit any power and/or friend relationships (Glesne, 2011). Given my role as a supervisor and realizing that other pre-service teachers in the Traditional Model will know me as a power figure created a limitation to the study. This power relation struggle is described in more detail in the Limitations and Reflexivity sections of this chapter.

Obtaining consent and site selection. Informal verbal or written consent from the methods instructors for access to recruiting pre-service teachers was obtained through e-mail or personal contact. The collection and review of syllabi were obtained through e-mail correspondence with the methods class instructional staff.

Pre-service teachers who qualified for the study, but were not presently enrolled in a weekly seminar, were recruited through an e-mail announcement of the study from me or an instructor from that program. Instructional staff who taught methods classes for one of the three models- Intentionally Integrated, Student Selected Add-On, or Traditional- offered informal verbal or written consent for participation in the study. All other participants were recruited through the reading of a script when I visited seminar classes. Full disclosure about the nature of the study was offered in the recruitment script and consent forms. Glesne (2011) writes that "Even when you are as honest and open as possible about the nature of your research, you will continue to develop ethical questions concerning your field-work" (p.176). Anticipating and reacting to these types of risks was something I worked to address by often referring back to the recruitment script and consent forms. I wanted to be sure that I was conducting research well within the realm of what participants agreed to.

The interviews and focus groups occurred in a quiet section of the university's library in order to maintain comfort and a casual atmosphere. Interviews of instructional staff occurred in

the office of the instructor, and in one case, a coffee shop. Consent forms were signed at the interview.

Protection of Human Subjects

The study is minimal risk. However, safeguards were put in place in order to avoid the possibility of physical, psychological, social, economic or legal harm. The process of going to classrooms and introducing the study, along with reading the recruitment script may have caused the participants to feel pressure or anxiety. In order to reduce the risk of coercion, incentives were not offered. Discomfort around completion of the consent form may have also occurred. Reminding participants that it is voluntary and that they are free to leave at any time minimized this discomfort. Also, during the interviews participants may have felt pressure to answer questions or to answer them in a certain way. Reminding participants of their ability to forgo answering certain questions acted as a safeguard for this situation. The benefits for future pre-service teachers and emergent bilinguals outweighed these risks.

The data were analyzed qualitatively and reported anonymously through pseudonyms for participants. Participants had the option to choose these; otherwise, I assigned them. The interviews and focus groups were recorded and the recordings will not be used for publications or presentations; however, written quotes from the recordings are used. Syllabi was also deidentified through the pseudonyms of both the university and the instructional staff of the class.

Audiotapes, university syllabi, and transcripts were stored in a locked and password protected computer where the computer password is continually changed and then was destroyed as soon as the transcripts were created with pseudonyms replacing identifiers. Consent forms

were locked in a drawer in the house of the SPI which was monitored by the SPI throughout the study. All audiotapes, university syllabi, transcripts, and consent forms were destroyed upon the study's completion. The date of disposal was December, 2017. Only the PI, Barabara Bales, and the SPI, Hannah Meineke had access to these documents throughout the study. The aforementioned research during spring 2016 was piloted to determine its serviceability for the project at hand.

Selection of Methodological Tools

The phenomenologist can only really know what is being experienced by being as close as possible to the phenomena for him or herself; an experience that "leads to the importance of in-depth interviewing" (Patton, 2015, p. 116). Interviewing and focus groups were tools used in this study. I also used content analysis of the syllabi used in the pre-service coursework to have a more complete understanding of the participants' experience. Interview, focus groups, and content analysis were coded and analyzed through the lens of Critical Theory, with particular attention to student voice and empowerment. Previously I stated that voice would be defined by "the many ways in which students may actively participate in classroom and school decisions that will shape their lives, the lives of their families, and the lives of their peers" (Fielding, 2001; Goodwillie, 1993, Levin, 2000 as cited by Mitra, 2006, p.196). Empowerment was defined by the "moving of excessive power or control from the teacher, to a situation of minimal power with learners being empowered to take control of their own learning" (Nichols & Zhang, 2011 p.231). My codebook also drew from the four domains of ESL instruction: speaking, reading, writing and listening. This was done by using the language acquisition models described in the previous chapter: Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Proficiency (CALP); The Common Underlying Proficiency (CUP) model, the Task Difficulty

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Model; and the Additive/ Subtractive Bilingualism Model. The following described methods were also used for interpretation and analysis.

Methodological tool: Content analysis. Syllabi of methods classes from the three groups were collected as artifacts in order to analyze what is stated and unstated about what pre-service teachers are to learn. Glense (2011) writes that documents enrich what is seen and heard, and also explains that they are unobtrusive measures that help to grow and challenge the researcher's understanding of the phenomena being researched as well as represent the guiding structures of power. Coding the syllabi allowed me to pull themes that augmented understanding of interviews and focus groups with the pre-service teachers. This type of triangulation was important because use of only one methodological tool may mask the narratives and counter-stories of the pre-service teachers who interact with the syllabi as well as the instructional staff who have created them. I made a conscious effort to mitigate personal bias as I reviewed documents in exchange for what was actually seen or heard.

Methodological tool: Interview and focus groups. Qualitative research allows researchers to shape findings around the story and experiences of the interviewee. In this study, I used semi-structured interviews to tap these experiences. A semi-structured interview format also allowed me "to respond to the situation at hand, to the emerging worldview, and to the new ideas on the topic" (Merriam, 2009, p. 90). Semi-structured interviewing allowed me to follow interviewee's interests and thoughts. In-depth interviewing centered on pre-service teachers and instructional staff.

As I interviewed, coded, and analyzed the generated data, I questioned what might be masked or hidden by using the interview tool. Berger (2013) addresses this question by discussing the positioning of the researcher. "Relevant researcher's positioning include personal

characteristics, such as gender, race, affiliation, age, sexual orientation, immigration status, personal experiences, linguistic tradition, beliefs, biases, preferences, theoretical, political and ideological stances, and emotional responses to participant" (Bradbury-Jones, 2007; Finlay, 2000; Hamzeh and Oliver, 2010; Horsburgh, 2003; Kosygina, 2005; Padgett, 2008; Primeau, 2003 as cited by Berger, 2013). Commitment to being completely objective actually works against the qualitative researcher. Instead, my position was acknowledged (field supervisor, student, researcher) in order to recognize its effect on interviewing and the entire research process.

Since there were more than three participants from two of the three models (Intentionally Integrated, Student Selected Add-On, or Traditional) follow-up focus groups took place in order for students to draw from one another's experiences both in the student teaching setting and in their program model preparation. All of these focus groups were completed in a face-to-face. The exception was the Student Selected Add-On Model. This model only yielded two participants. I set up an anonymous online forum with prompts to collect follow-up data. The two participants openly responded to prompts and one another without me knowing who was saying what.

As I sought to capture the authentic experience of students, I remembered my role as facilitator role in the focus groups. Morgan (2012) states

Focus group interviews consist of a series of questions (usually 10-20) intended to facilitate discussion and elicit opinions among, and from, a small group of people. While the same questions are asked in all focus groups within a single study, the intent of the facilitator is to stimulate discussion about the questions. Each participant in the group does not necessarily answer every question, and the approach to analysis cannot, for

instance include counts of agreement or disagreement. Rather, data are much less precise

than if a quantitative survey had been conducted and less in-depth than if an unstructured

or guided interview had been used. However focus groups do provide valuable

information about, and the rationale for, beliefs and attitudes (p. 196).

The interviews and focus groups took the shape of a standardized open-ended

interview (Patton, 2015, p. 439). The questions for both pre-service participants and instructional

staff participants were standard, but the probes allowed for flexibility. The context of each

question considers connections of the question to the literature, specifically dealing with the

theoretical framework of Critical Theory and the Language Acquisition Models outlined in

Chapter 2. Context of the questions also considered the inclusion of voice and empowerment.

Instructional staff probes also sought to measure their connection and autonomy with the

methods syllabi data. The interview questions and their context are found in Figure 3.1 and 3.2

of Appendix A. The context of the focus group probes took into account all of the initial

interview context along with the additional intent of searching for change in ideology or

metalinguistic awareness. Follow-up focus group probes are found in Figure 3.3 of Appendix A.

Description, Analysis, and Interpretation of the Data

Analyzing and interpreting qualitative data using a phenomenological approach is an

ongoing process. Wolcott's (1994) framework for description, analysis, and interpretation (D-A-

I) helped bring clarity to the data. As I worked to make sense of the data, the presence and

absence of phenomena, I considered the tension between a first-hand analysis of transcribing and

coding and "sense making" (James, 2012). Understanding that "being-there does not give

unbridled access to some special kind of unequivocal 'truth'" (James, 2012) while at the same

time staying "close to the data as originally recorded" (Wolcott, 1994, p. 10) allowed me to transform transcripts and syllabi into a descriptive dissertation. "Description provides the foundation upon which qualitative inquiry rests" (Wolcott, 2009). Within the description comes the temptation to write about inferred behavior rather than observed behavior; a sense of detachment must be maintained. My closeness to the words balanced by the words themselves created a balanced description.

Next I analyzed the transcripts and syllabi collecting significant themes and relationships. "Analysis…follows standard procedures for observing, measuring, and communicating with others about the nature of what is "there," the reality of the everyday world as we experience it" (Wolcott, 2009, p.29). Within analysis there is no right, there is no wrong, and there is no appropriate or inappropriate. There is only standardization of procedures (Wolcott 2009). Finally I interpreted or made sense of the data with a "degree of certainty" (Wolcott, 1994) grounded in the support of systematic analysis and rich description.

The content analysis went through several phases. Syllabi were analyzed first by identifying both what was present and explicit (manifest content) and what was absent or hidden (latent content) (Catanzaro, 1988; Robson, 1993; Morse, 1994; Burns &Grove, 2005 as cited by Elo & Kyngas, 2007). I also investigated what was centralized or integrated throughout the syllabi and what seemed to be isolated. This approach addresses both presence and absence of inclusion of emergent bilingual voice and empowerment (Miltra, 2006; Nichols & Zahng, 2011) and highlights the margins over the mainstream, a central aspect of Critical Theory. I also analyzed presence and absence of voice and empowerment of EBS through central aspects of the language acquisition models (BICS/CALP, CUP, Task Difficulty, and Additive/Subtractive Bilingualism).. A deductive process was used since the research is based on earlier work and

theories (Sandelowski. 1995, Polit & Beck, 2004; Hsieh & Shannon, 2005, as cited by Elo & Kyngas, 2007). The final phase used categorization detailed below to code the syllabi. Figure 3.4 illustrates the deductive coding matrix used. Figure 3.5 shows the frequency of sub-categories in each syllabus. Higher frequency instances were then highlighted for future reference.
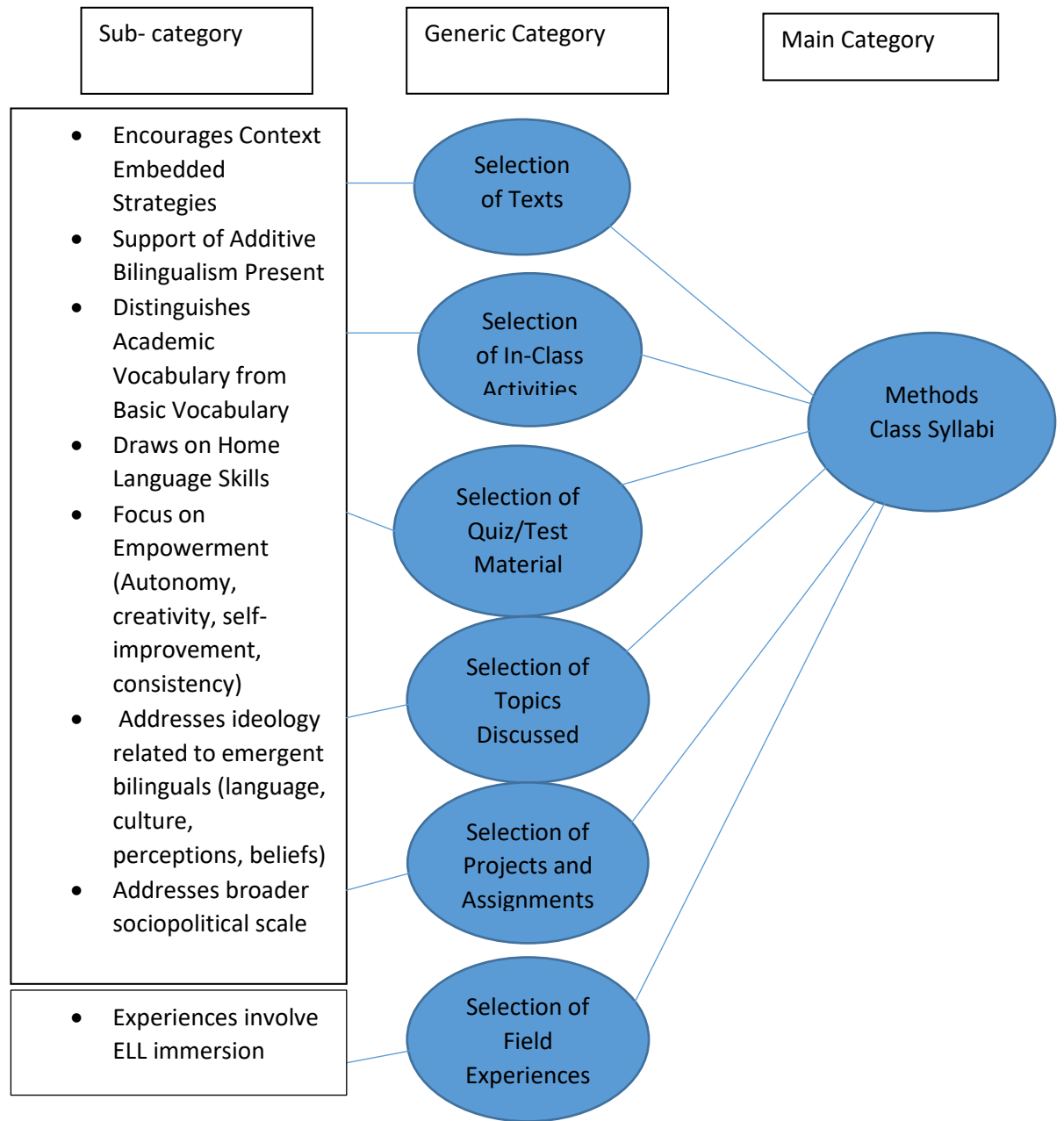
Figure 3.4. Methods Class Syllabi Categorization Matrix

Group Name	Encourages Context Embedded Strategies	Support of Additive Bilingualism Present	Distinguishes Academic Vocabulary from Basic Vocabulary	Draws on HL Skills	Focus on Empowe-rment	Addresses Ideology Related to Emergent Bilinguals	Addresses Broader Socio Political Scale	Experience s involve ELL Immersion
Intentionally Integrated (n=5)	9	6	4	5	11	5	6	4
Student Selected Add- On (n=2)	7	6	6	6	7	4	5	2
Traditional (n=4)	5	1	1	1	6	4	2	0

Figure 3.5. Syllabi Categorization Matrix Frequency Chart

Data from individual interviews and focus groups aligned through the use of the same coding processes. The first round inductive coding was used for both individual interviews and focus groups. The codes were created from the Dissertation Conceptual Framework (see Appendix D). The frequency of themes that emerged from the first round of both types of data informed second round codes (see Appendix D). Finally the identified need to separate positive and negative responses of participants informed third round codes (See Appendix D).

A major issue commonly faced in coding is dissonant data between members. Members may disagree in group interviews or may give responses…that contradict another member's responses" (Morgan, 2012, p. 250)   I did not let this applicable statement distract me from collecting authentic and honest data, even if it did not always neatly fit together. Rather, in the first and second round of coding, I used the same code for dissonant data on the same topic allowing for analysis across different cases. A third round of coding provided the opportunity to separate these codes by categorizing them into positive or negative groups (see Appendix D). "When responses are similar between members, a coherent narrative is easier to build. Responses

can be fit together to create rich themes that are supported by multiple views of a phenomenon"

(p.250). If a phenomena is present, the coherence will be uncovered in coding. This was the case

with this study. Figures 3.6, 3.7, 3.8 and 3.8 share the interview and focus group frequency

charts below which allowed me to sort the views of the phenomena present. Higher frequency

instances were highlighted for future reference.

Group Name	Number of Participants	References Regarding Language Subjectivity	References regarding Endemic Nature of Privilege and Oppression	References Regarding mainstream research and reproduction of oppression	References Regarding Power and Voice Sliding Scale
Intentionally Integrated	n=4	11	3	18	5
Student Selected Add-On	n=2	7	3	18	4
Traditional	n=10	15	14	76	23
Methods Professors	n=3	8	7	17	10

Figure 3.6 Frequency Chart for Critical Theory Tenet Connections

Group Name	Number of Participants	References Regarding Additive/Subtractive Bilingualism	References regarding Task Difficulty Model	References Regarding BICS/CALP	References Regarding Common Underlying Proficiency
Intentionally Integrated	n=4	11	11	12	1
Student Selected Add-On	n=2	5	11	7	3
Traditional	n=10	11	15	13	5
Methods Professors	n=3	3	11	3	0

Figure 3.7. Frequency Chart for Language Acquisition Model References

Group Name	Problems and Solutions in Education Preparation	Problems and solutions from Political Pulls	Problems and solutions in Field Experiences
Intentionally Integrated (n=4)	15	0	5
Student Selected Add-On (n=2)	14	1	5
Traditional (n=10)	51	7	10
Methods Professors (n=3)	13	6	2

Figure 3.8. Frequency Chart for Secondary Codes of Secondary Codes for Critical Theory Third Tenet

Group Name	Lesson Planning	Classroom Management	ELL preparation	Coursework Consistency	Coursework Balance	Course Texts	Advising
Intentionally Intetgrated (n=4)	1	1	3	1	3	0	4
Student Selected Add-On (n=2)	0	1	6	1	2	1	3
Traditional (n=10)	11	7	19	1	7	2	4
Methods Professors (n=3)	0	0	5	1	3	0	0

Figure 3.9 Frequency Chart for Additional Codes for Problems And Solutions In Education Preparation

Connecting Critical Theory and Knowledge, Skills, and Dispositions

In Chapter One, Figure 1.1 was used to show a summary of the knowledge, skills, and dispositions (KSDs) beneficial for meeting the needs of EBS. The KSDs were drawn from previous research and informed interview, focus group, and syllabi analysis. This study uses a progressive, global lens of advocating for the oppressed and therefore it is important to connect the KSDs to Critical Theory. Details on how Critical Theory influences the learning opportunities to develop the KSDs are further described in Chapter Four. The KSDs beneficial for teaching EBS also connect to the language acquisition models described in Chapter Two. The four models chosen for this research were: Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Proficiency (CALP); The Common Underlying Proficiency or CUP model, the Task Difficulty Model; and the Additive/ Subtractive Bilingualism Model.

Though these models were not utilized as a central framework, they served as references for creating interview guides, initial inductive coding and analyzing themes found in interviews and syllabi. The models were also used as references for voice and empowerment throughout the Chapter 4. Finally, these models were used to further distinguish the KSDs useful for teaching EBS as shown in Figure 3.10.

	Knowledge	Skills	Dispositions
Methodological Approach	**Metalinguistic Awareness and Language Empathy:** *BICS/CALP Model*	**Differentiated Instruction for emergent bilinguals** *Task/Difficulty Model*	**Inside and outside of classroom reflection on beliefs and attitudes about emergent bilingual students** *Additive/Subtractive Bilingual Model*
Experiential Approach	**Home Language is viewed as a right** *Additive/Subtractive Bilingual Model*	**Self-efficacy, comfort and confidence** *Common Underlying Proficiency Model*	**Ambivalence toward emergent bilinguals is changed to understanding** *BICS/CALP Model*

Figure 3.10. Knowledge, Skills, and Dispositions Beneficial for Meeting the Needs of Emergent Bilingual Students This figure connects the KSDs beneficial for meeting the needs of emergent bilinguals to the tenets of Critical Theory through color. Green is used to show Language Subjectivity, Fuchsia is used to show Endemic Nature of Privilege and Oppression and blue is used to show Reproduction of Mainstream Practices. At the bottom of each box, italics are used to show which language acquisition model, outlined in Chapter Two, KSDs most closely connect.

Contribution of the Pilot Study

A pilot study grounding both the need for further research and illuminating the research topic was conducted in the spring of 2015. This pilot study was used as a model for my dissertation research. This pilot study examined the coursework experiences of pre-service teachers at an urban university with regard to emergent bilinguals and culturally responsive pedagogy. Nine English Language Arts (ELA) pre-service teachers in their student teaching semester were interviewed in a semi-structured format. Interviews covered nine questions and lasted around twenty minutes. Interview questions started with broad experiential questions such as *"Take me into your field experience settings. What were, or are they like?"* and narrowed down to specific emergent bilingual focused questions such as "How prepared are you to teach

an ELL population?" Interview question order did, at times, vary depending on the direction of the conversation.

The small scale study drew from a theoretical framework founded in Critical Theory and Assimilation Theory. The findings from this pilot study revealed a disconnect in teacher candidates' perception of preparedness for supporting all students and their perception of preparedness for supporting emergent bilinguals. Findings also reported candidates' perceptions of what more is needed in preparation. The study proposes various solutions to the problem and makes suggestions for university pre-service programs. Thus it served as a launching pad for the research design in this dissertation. Details of the Pilot Study are shared in Appendix B.

Research Schedule for Dissertation Study

In keeping with Glense (2011), my projected timeline was flexible. I composed a lay summary, interview questions, and other data generation tools (interview guide, document analysis, recruitment letters to pre-service students and instructors) throughout the fall semester of 2016. During this time, I submitted an amendment to the 2016 pilot study it to the IRB with the goal of scheduling interviews and observations by the start of 2017. The IRB approved the study on December 9th, 2016. In January and February 2017, I conducted pre/early student teaching interviews. In February and March, 2017 I interviewed methods class instructional staff of the students from the three models. These instructors taught students in prior semesters considering the students were in their student teaching placements at this time. Syllabi collection occurred throughout February and March of 2017 as well. Focus groups were conducted with pre-service participants during their student teaching spring breaks in late March and early April or 2017. This gave them a chance to reflect on all they have experienced in the first half of the semester. I transcribed some interviews during the timeframe of conducting interviews and

others once I was finished. Transcribing, taking notes, and creating my initial codebook was completed in early June of 2017. I first coded program model individual interviews, second I coded methods professor interviews, and third I coded focus groups in early July, 2017. During this time, I jotted down notes on emergent patterns and themes. These patterns and themes informed my deductive second and third round codes. In mid-July 2017, I used the Syllabi Coding Framework to create first and second round codes for syllabi coding. I then coded the 11 methods class syllabi. Also in July 2017, I completed a second pass on all interviews and focus groups with the second round codes. Finally, in July, I coded all interviews and focus groups a third time drawing out positive or negative sentiments of participants. These steps prepared me to begin analysis and writing in August 2017. At the beginning of August 2017, I created frequency tables to help me sort the data. I then searched and analyzed quotes based on the frequency table findings. This process helped me to outline Chapter 4 in late August and write Chapter 4 throughout September. Editing of Chapter 4 and analysis of the findings from this study framed conclusions and implications found in Chapter 5. Chapter 5 was written in October 2017 and edited in early November 2017. The first three chapters of this study, initially used for the proposal, were edited throughout October 2017 and November 2017 as well. A copy of the dissertation was submitted to the dissertation committee was sent on November15th, 2017.

Presentation of the Findings

The decision for presentation of findings developed during the early stages of my interpretation. As is explained throughout the findings section, all pre-service program models are subject to the difficulties of pressing time and policy constraints, particularly those that seek to transform structures that marginalize emergent bilingual learners. For this reason, the tenets of Critical Theory structured the findings section of this research. At the foundation of my findings,

drawn from Critical Theory, was the notion that Institutions of Higher Education (IHEs) and

shape the ideology and epistemological thought and practice related to issues of social

oppression; this includes linguistic oppression (McLaren, 1989). The narrative drawn from

Critical Theory placed the three program models: Intentionally Integrated, Traditional, and

Student Selected Add-On in a descriptive light.

As I crafted my research narrative, I considered my intent and whether or not my words

matched my intent. Glense (2011) reminds researchers that accessibility, social reality,

objectivity, and other implicit meanings are wrapped up in word choice and word order. I

cautiously considered my intent as I made sense of the words of the participants and considered

the broader sociopolitical context. Richardson (2000) writes "Qualitative researchers today ask

how social science and self are "cocreated" (as cited in Glense, 2011, p.194). This outlook leads

to "The tale and the teller" format of writing in which authors write themselves into their texts

"acknowledging that they have always been there, creating meaning" (p. 194). My intentional

use of first person throughout the findings chapter and other chapters of this study recognized the

closeness I have to the research and informed both my understanding, and my presentation of the

findings.

The narrative of my findings section derived from the words of my participants and

methods class syllabi and founded in the tenets of Critical Theory and language acquisition

models, illuminated political elements of my study and my personal reflectiveness. This premise

opened the teacher-learner to critically reflect on developing an ethical and political pedagogy.

"Such practice is fluid, moving from one threshold of change and growth to another" (McCloud

et al., 2015, p. 6). This fluid movement inspired my use of a water metaphor used throughout the

findings section. This relatable swimming metaphor drawing on human relationship with water

illustrates the deep and wide nature of developing KSDs beneficial for meeting the needs of emergent bilinguals in program models.

Establishing Trustworthiness and Credibility in the Research

As in the pilot study, it is important to assure that my presentation of findings reflect high quality. Kilborn (2006) highlights the importance of this principal

> Finally, a doctoral dissertation should demonstrate the author's sensitivity to the connection between method and meaning. The author should, in some way, show an awareness of the relationship between the conceptual and methodological moves made during the conduct of the study and the final outcomes of the study (p. 530)

This final expectation of quality dissertations must be backed through dependability and trustworthiness. In order to increase dependability, I triangulated my research by using interviews, focus groups and document/text-based data. By continuing to examine my ideology and biases, I will grew in my ability to be reflexive. These qualities helped me to view my findings more objectively. The eyes of others and the input of participants also helped me maintain trustworthiness in my findings (Glense, 2011).

As mentioned**,** my research was validated with triangulation of my interviews, focus groups, and document analysis. I used peer review throughout the editing process, and I worked to maintain "logical tightness of a step-by step argument, often including the careful analysis of central terms in the argument" (Kilbourn, 2006, p. 535). Finally, I continue to use research-supported descriptions of document creation, analysis, generalization process which helped with clarity and trustworthiness.

Regarding friend and friendships; Glesne (2011, 171) states, "Researchers often have friendly relations with research participants." She continues to state that this can lead to ethical dilemmas and that friendship relationships are welcomed, they just ought to be ethical. " Qualitative research is personal and builds relationships. The nature of those relationships must be addressed for credibility purposes. I worked to do this in both my research and writing process as I have revealed some of the limitations based off of my relationships. Glesne (2011) states "Much ethical discussion and consideration in qualitative research, therefore, concerns the nature of relationships with research participants" (p. 163). This was be a guiding principle my work. Given my connection to pre-service teachers and instructional staff, I knew that that maintaining the balance between ethical research and relationship building was going to be challenging. Continued returning to my methodology and IRB protocol allowed me to better comprehend the connection between relationships and the research process. As I gained permission from instructional staff to interview them, I established my script in a professional manner so that instructors did feel the pressure of building and maintaining relationships. As I recruited and interviewed participants, I worked draw a clear line in the changing relational dynamic between friend, confidant and researcher (Brayboy & Deyhle, 2000).

Reflexivity in the Research Process

Within the qualitative paradigm, the interaction of epistemology and ideology happens at the intersection of worldview and background of the researcher. In other words, the researcher's chosen lens filters information from the participants and makes meaning (Berger, 2013). My epistemological and ideological belief systems have developed through my life experiences and have been shaped by influential readings and people. While I imagine this is the case for most, our diverse epistemologies ask us to consider whether or not there is an absolute truth (Bredo,

2006); while our ontological backgrounds, both consciously and subconsciously, push, drive and shape epistemological views.

As I examined my research question, I unearthed my biases and emotional states (Glense, 2011, p. 151). I embraced the paradigms to which I subscribe, ones that have been created by a stable socioeconomic upbringing, a private, Christian school perspective, a curriculum that was not often culturally relevant, a large, loving and educationally driven family, and seemingly unlimited opportunity to travel. As I examined the educational problem of under preparation of teachers in U.S. schools for service of the growing population of English language learners, it was imperative to recognize the fluidity and changing nature of this problem (Tierney, 1999). As a human, I was attracted to the problem because of my background in travel and teaching of a world language. As a researcher, I am beginning to realize the binaries into which these attraction points have locked me into (Ladson-Billings, 2003). Malterud (2001) reveals a "truth" that cannot be completely avoided, for objectivity cannot be completely achieved. However this recognition of the "presence of the absent", the occluded, and the unnamed is one step closer to objectivity and one step further from subjectivity, and in turn potentially biased research.

Previously I mentioned why I assumed the nature of knowledge and reality is the way it is (Sleeter, 2005). While one may critique my socioeconomic upbringing and project my views toward social class, I hoped to deconstruct these biases and my own through research that benefits those who struggle socioeconomically due to language barriers. One may assume I cannot overcome my biases around being an insider (former pre-service teacher and connected with education) or an outsider (English as a first language). These highlight my reflexive relationship with the participants. However, I used practices of working and living among members of marginalized races and language abilities to inform the research and help me and

others recognize our privilege in a "society structured by dominance and subordination" (Ladson- Billings, 2005, p. 12) and to counter the negatives of "insider" and outsider" status (Berger, 2013).

The recognition of my privilege through the understanding of my epistemology played into my values and morals and formed my ideology. The choices of my theoretical perspective of Critical Theory come from work in understanding my research problem. This work included responsibility as a researcher. Like other qualitative researchers, I had an obligation to "become and belong in the space between thought and action, researcher and participant, interview and conversation, asking and being asked questions" (Kinloch & San Pedro, 2014, p. 38). This educational problem, the under preparation of teachers for instructing EBS, must therefore be explored within the culture, within wider socio-scientific techniques to ground observation, conversation, excavation, etc. (Kirkland, 2014).

One technique for maintaining reflexivity is through continual reflection. Gilgun (2010) writes "on-going reflection on my own and informants' experiences helps me to deal with the power dimensions that are part of doing research" (p. 2). For this reason, my methodological tools of interview, focus group, document analysis, and phenomenological approach helped me to acknowledge the multidimensionality of reflexivity (Berger, 2013). This multidimensional approach helped the ongoing and cyclical writing, interviewing and observing process related to the participants' and researchers' experiences, emotions, and biases as well as the fluidity and the emic-etic balance of the research.

"A researcher's background and position will affect what they choose to investigate, the angle of investigation, the methods judged most adequate for this purpose, the findings considered most appropriate, and the framing and communication of conclusions" (Malterud,

2001, p. 483-484). This premise is also true for the balance of description, analysis and interpretation. The balance of the D-A-I formula (Walcott, 1994) occurred through reflection and awareness. Continual reflection helps to account for the subjectivity embedded in every human being. Gilgun (2010) sums this attention to reflection by stating "if we share our own perspectives, expectations, experiences with others, or simply raise our own awareness through writing and reflection, we are more like to provide an open venue for the perspectives of our informants to blossom" (p.3).

Seeking to understand the data and cultural phenomena by describing personal experiences, beliefs, and biases can be a "confessional tale" (Van Maanen, 1988) or can take the form of self-absorbed narcissism (Atkinson, 1997). I worked to balance this tension with the understanding that although my biases, beliefs and experiences had an effect on the lens in which I interpreted the research, the stories that my research tells are not my own, and are not about me, but experiences which can inform the future practices and experiences of others. This research question is important, and the methodology used to understand it had to be ethical, disciplined, and systematic. Ultimately, it is important to understand that reflexivity of the author is important; however, it is not the only focus of the significance and conclusions.

Reflexivity as a teacher education supervisor. As conveyed in the limitations of this chapter, I serve as a clinical supervisor for pre-service teachers in the Traditional Model. Although none of my participants were my supervisees, I shared a different connection with this group as I interviewed them. The process of interviewing, transcribing, and analyzing their words has greatly informed my practice as a supervisor. The background knowledge of the coursework and experiences they have had, along with the new findings of this study have

allowed me to be part of the solution as I offer stronger support to them in areas in which they feel weak.

The level of connectedness I feel with the pre-service teachers I am currently supervising has been enhanced and deepened due to insight I have gained from this research. Consequently, I believe I am a more effective supervisor and I realize that those of us who are outside of program model explicit instruction are an integral part of the pre-service journey. It is my hope that this heightened awareness, an awareness I have gained through this research process, will continue to motivate me to work toward improving program models in the future.

Limitations

The findings from this research are limited in many ways; I address five here now. First, is the issue of scope. Using the program models and pathways to teaching licensure of only one university defines this limitation. While findings may be useful for administrators and instructional staff in urban universities that are considering how to better their emergent bilingual preparation, caution should be exercised when broadly applying the study's findings.

The second limitation addresses size and availability. One of the program models, Student Selected Add-On Model, does not enroll a high number of pre-service teachers. Therefore, a small sample size was anticipated and only two participants were obtained. This is a limitation because it caused some difficulty in finding trends and meaningful relationships for this model. Additionally, finding instructional staff that taught Student Selected Add-On Model methods classes, but did not have overall with Intentionally Integrated Model methods classes was very difficult. The professor I selected taught methods for both program models. I chose an

additional methods professor for the Intentionally Integrated Model to provide a voice solely representing that group.

Another limitation deals with the longitudinal nature of this study and time constraints. The study is limited to one semester of student teaching and resources are limited to my personal availability and funding throughout this semester. Although following a pre-service teacher from their coursework, through their student teaching placement, through their classroom would provide the most accurate picture of the perceived benefits of pre-service coursework and experiences, this study is constrained by time, resources and limited to interviews and focus groups during the pre-service student teaching semester.

Perhaps the largest limitation is my closeness to the Traditional Model participants. In my review of the research around the educational problem I stated "Researchers who use their class as a sample may not only evoke different responses from students than neutral researchers would, but may also interpret findings in a way that supports implementation of what they desire to teach." Although I did not use participants that I directly supervised in this program model, I am an established power figure. With this limitation in the forefront of my mind throughout data collection, I took extra precaution to stick to the IRB approved interview protocol, and through language choice and actions to establish myself as a researcher rather than a supervisor. Although these limitations must be acknowledged, the findings presented in Chapter 4 offer a deep dive into the EBS beneficial learning opportunities of three distinct program models.

Chapter 4: The Dissertation Findings

The purpose of this study was to explore the attributes of three models of coursework, each with the specific goal of helping pre-service teachers learn the Knowledge, Skills and Dispositions (KSDs) needed for working with emergent bilingual students (EBS): Traditional Model, Students Selected Add-On Model, or the Intentionally Integrated Model. Beneficial KSDs are derived from the language acquisition models delineated in Chapter Two of this study. Each program model offered different learning opportunities related to the teaching of EBS; learning opportunities that directly impacted pre-service teachers' ability to enact the expected KSDs in their student teaching placement. [2]

In the introduction to this dissertation, the educational problem was introduced with a metaphor connecting the vast methods of pre-service program models to the deep and wide aspects of water. The findings in this chapter are illustrated with this metaphor adding the image of an essential element to this critical topic. This chapter shares findings from my analysis of the data generated through interviews and focus groups with faculty and pre-service teacher participants, each representing one of the three following program models, and each of the three program models' methods class syllabi. Collectively, my analysis rendered findings to the research question: Within the context of three broadly-conceived models of teacher preparation program, what attributes of which models do pre-service teachers consider beneficial in their

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[2] Characteristics of each model were outlined in Chapter 3.

ability to support the needs of emergent bilingual students in their classrooms and why? My analysis revealed one primary finding and three attendant findings.

The primary finding: Differences in program models shape pre-service teachers' opportunities to learn the KSDs required for working with emergent bilingual students, which in turn, determines what they enact in classrooms frames this chapter. There are three attendant findings:

1. Pre-service teachers who participate in program models that use specific learning opportunities to take up the notion of language subjectivity and the importance/role of an emergent bilinguals' use of their home language appear to develop the KSDs to enact the same in classrooms.

2. Pre-service teachers who participate in program models with specific opportunities to learn about the endemic nature of privilege and oppression, through clinical experiences that include a large number of EBS, appear to develop the KSDs to enact strategies that create change for linguistically diverse classrooms.

3. Pre-service teachers who participate in program models with specific opportunities to learn how curriculum offerings can reproduce systems of oppression appear to develop the KSDs to enact oppression opposing practices in linguistically diverse classrooms.

There are many voices and powers influencing what KSDs are necessary for understanding emergent bilingual students' unique learning strengths and needs. These factors shape the opportunities to learn, coursework and clinical experiences preservice teachers experience in their certification programs. Variations in program models also reflect the ideological and social conditions of the institution, faculty, and the schools that host the associated clinical experiences.

Additionally, all pre-service program models are subject to the wind and waves of pressing time and policy constraints, particularly those that seek to transform structures that marginalize emergent bilingual learners. This study confirms the claim by Apple (1995) who noted there is no monolithic approach leading to transformation. More importantly, pre-service teachers cannot traverse transformational waters without recognizing that Institutions of Higher Education (IHEs) shape the ideology and epistemological thought and practice related to issues of social oppression; this includes linguistic oppression (McLaren, 1989). Pre-service teachers, then, who want to participate in this transformation, must purposefully select which program model will serve as a lighthouse to guide them through the turbulence of coursework and clinical experiences so they can successfully land in their own classrooms. Some program models provided shallow access to the KSDs required for this work others offered deep-end diving. Each directly influences how preservice teachers enact their KSDs in the classroom.

The tenets of Critical Theory, as shared in Chapter 2, note that language is central to the formation of subjectivity; privilege and oppression are endemic in nature and certain groups in any society are privileged over others; and mainstream practices are generally implicated in the reproduction of systems of oppression (Kincheloe, McLaren, & Steinberg, 2011) As such it offered a useful framework for how I share the findings. I begin by offering an explanation of how each tenet of Critical Theory undergirds both the primary finding and provides evidence and support for the secondary findings. I then translate the findings across the three program models using the voices of the participants from the study and the program course syllabi. I also present the specific learning opportunities required for working with emergent bilinguals. I then detail pre-service teachers' ability to enact these opportunities in their classrooms.

Each secondary finding, illustrated by a tenet of Critical Theory, is presented in a figure that offers a summary of the learning opportunities from each program model for the KSDs beneficial for teaching EBS and, therefore, ability to enact emergent bilingual specific KSDs in the classroom.

Language Subjectivity and Understanding diverse learners: A deeper dive

The primary finding: Differences in program models shape pre-service teachers' opportunities to learn the KSDs required for working with emergent bilingual students, which in turn, determines what they enact in classrooms.

The first tenet of Critical Theory - language is central to the formation of subjectivity, conscious and subconscious awareness - implies that mainstream society forms views and opinions of people based on language (Kincheloe, McLaren, & Steinberg, 2011). To gain an understanding of how this tenet is related to pre-service teacher perceptions of the KSDs necessary to serve emergent bilinguals, I analyzed participants' interview responses with the following deductive first round codes: Home Language and Home Culture. Each time these concepts were implicitly or explicitly referenced in interviews, focus groups or syllabi, the codes were used. Thus, I was able to trace the notion of language subjectivity through the participants' responses and collected syllabi. Analysis of these tools brought evidence of support for the following secondary finding: Preservice teachers who participate in program models that use specific learning opportunities to take up the notion of language subjectivity and the importance/role of an emergent bilingual's use of their home language appear to develop the KSDs to enact the same in classrooms. Let's take a deeper look at how pre-service teacher develop a wider understanding of language subjectivity through their program coursework and clinical experiences.

Language subjectivity directly connects to how teachers view the linguistically diverse students in their classrooms. Is their home language a problem, a privilege or a right? Are pre-service teachers exposed to the notion of language subjectivity and therefore able to enact KSDs related to home language? As classrooms in the United States become more culturally and linguistically diverse, it is common to characterize and address the needs of emergent bilinguals under the broad category of "teaching diverse students" with future content-area teachers (De Oliviera and Shoffner, 2009). As a result, mainstream teachers merge the sensitive culturally and linguistically responsive teaching needs of emergent bilinguals with the specific needs of other diverse learners, leading to only shallow KSDs around emergent bilingual instruction. This phenomena was especially voiced by Traditional Model participants. These participants expressed that many of the KSDs they acquired prior to their student teaching semester came from a "survey" style course often taught online. Elizabeth from the Traditional Model supports this idea:

> (Regarding) Program, I mean it would be wonderful if we were just placed in that setting while we are in our student teaching and while we are in our student teaching we could talk about how we are dealing with those (emergent bilingual) students. That could work in first semester if we took a class while we are teaching. We already do have a couple. But if it is just online, and just an overview or survey of all the different types of disabilities, which is good to know, but it is like how do you teach them? It was very like: "have high expectations for them" and it was pounded into you. Which is great, understandable, because it is good to know that they are capable, you shouldn't just think "oh they have a disability so I am going to want less from them." It's great that you

have the same expectations, but how do I give them the support to meet my expectation

is the struggle. (Elizabeth, Traditional Model)

Additionally, the participants in the Traditional Model viewed this course as helpful for surface

level understanding, but not specifically deep enough to apply to their target age group and

subject level. Ashley, a participant in the Traditional Model expressed the program requirement

this way: "But as far as diversity of learners, accommodating students with disabilities or

different language needs, I think there could be more emphasis. I've only been required to take

one special education course; it wasn't even specifically targeted toward educators" (Ashley,

Traditional Model).

The methods class professor from the Traditional Model reflected the voices of pre-

service teachers as he acknowledged a lack of depth in the KSDs needed for supporting EBS.

"Here is the case and point. At our exit interviews students always say something like, for

example, 'I don't feel confident to work with English language learners'" (Methods Course

Professor, Traditional Model). This quote, part of a larger response on how the inclusion and

exclusion of material for methods courses happen, exemplifies the notion that additional

coverage of KSDs may add to the conscious awareness of what is needed for emergent bilingual

instruction, but does not necessarily provide the foundation necessary for building attributes of

true preparation.

A sea of opinions on diverse learner preparation was displayed as responses from the

Student Selected Add-On Model regarding home language and home culture were explored.

Although this study only includes two participants from the Student Selected Add-On Model,

individual interviews with these included seven references regarding language subjectivity. The

very nature of the Student Selected Add- On Model is to provide a raft for pre-service teachers to

traverse deeper into the waters of a specific area of preparation. There is always a compromise

for pre-service teachers who decide to add on a minor and become immersed in more

coursework, time, and requirements. But, perhaps when they selected to add-on an ESL minor,

the further benefit is a deep, rich understanding of the nature of language subjectivity in our

country, and the development of certain KSDs can address it. Lya, a participant from the Student

Selected Add-On Model explained her views of language acquisition:

> So I have an additive perception of ESL. I am not trying to take away from that first
>
> language. I am like super supportive of adding on to that first language. My goal is not
>
> for monolingual English speakers. It's for them to do well in school, and meet friends, so
>
> they can live a life here or in any other English speaking country. The goal is to help
>
> them and not make them think that everything before English is bad. That they need to
>
> get rid of that culture and that language. That's what I don't like when people think that.
>
> Because that is not what it is about. Because all of that stuff is what makes them who
>
> they are. So how can you ask someone to get rid of that? Especially children. You want
>
> them to know that their first language and that culture is important. And you don't want
>
> to erase that from them (Lya, Student Selected Add- On Model)

It can be argued that this is an attitude of not only awareness, but that Lya has developed a

profound knowledge of the importance of home culture and home language comes from

immersion experiences with EBS. The perspective offered by Lya illuminates the notion of

"voice" as she describes how the incorporation of home language and culture in the classroom

plays an essential role in the present and future life of the student, the student's family, and the

student's peers. Also demonstrated through Lya's words are the characteristics of empowering,

positive classrooms where consistency and autonomy for all students is emphasized as she

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considers the future of her students. Finally, Lya's ability to resist the language subjectivity found in mainstream society is shown through her disagreement with what people (mainstream society) think and therefore her counterhegemonic privileging of bilingualism over monolingualism.

Two methods syllabi for the Student Selected Add- On were collected. As I investigated and coded two methods syllabi from the Student Selected Add-On Model, I looked for indicators of the importance of more culture and language that were either central to or integrated throughout and what seemed isolated. This approach, as suggested by the literature, addresses both presence and absence of inclusion of emergent bilingual voice and empowerment (Miltra, 2006; Nichols & Zahng, 2011) and highlights moving students from the margins to the mainstream, a major aspect of this Critical Theory tenet. Although clinical experiences involving diverse learners can be powerful for developing KSDs, I developed a specific code "Experiences Involving Emergent Bilingual Immersion" to identify the emergent bilingual margin. Both syllabi from the Student Selected Add-On Model contained this immersive experience. The next section details how program coursework and clinical experiences broaden language subjectivity understanding which flows into how pre-service teachers view emergent bilingual students and special education representation

Special education representation: A mirage of inclusion. Language subjectivity, particularly the privileging of monolingualism, plays a foundational role in educators' understanding of whether home language and culture are assets or deficits for learning. An inadequate understanding of language acquisition contributes the misconception of the role of special education resulting in an overrepresentation of emergent bilinguals in special education (Cummins, 1997). This missed learning opportunity creates the allusion of remediation and the

opportunity for pre-service teachers to shed responsibility of instruction techniques and home language and culture inclusion in their mainstream classrooms. This misidentification represents a deficit view of those who are not yet fluent in English and illustrates the domination of mainstream language over other languages in our society. The finding that this privileging of mainstream language by teachers marginalizes EBS, where they often stay (Cheatham, Jimenez-Silva, Wodrich, & Kasai, 2014) is not novel. Nevertheless, it is important to analyze these attitudes through the lens of the program models.

The unique Intentionally Integrated Model serves as an example of how KSDs useful for teaching emergent bilinguals can have an impact that is deep and wide. Intentional integration into coursework and clinical experiences not only addresses deficit home language ideology but ultimately helps transform it. This transformation, as Megan points out, begins with the ability to separate the ongoing needs of EBS rather than default to the deceptive tendency to group them with others in special education:

> In kindergarten there are two struggling readers in my class and four ELLs. Only three of them receive services though. And [none of them have] IEPs, no 504 plans. There are maybe four girls considered gifted and talented when it comes to literacy. So they're reading at the second grade level already and they are in K5, so doing really well. (Megan, Intentionally Integrated Model).

Although Megan was simply listing the different types of students in her classroom, her language exemplifies the ability to understand reality and not only see the students' individual needs, but also their unique characteristics. Another participant from the Intentionally Integrated Model, Chloe, described how her preparation allowed her to centralize her lesson around all of the different learners in her classroom: "There isn't one thing for me that symbolizes my

preparation for teaching all students because everything has been so centralized around thinking about all the students in the class. Are you planning for everyone? Do you have the different modalities" (Chloe, Intentionally Integrated Model). Perhaps even more telling was the Intentionally Integrated Model participants' tendency to include emergent bilingual KSDs in regular practice for all students rather than implement the excluding practice of misidentification. The following quote exhibits Megan's knowledge of how the students who are labeled ELL are able to using their visual, auditory, and kinesthetic intelligences. "A lot can be applied to regular (education) as well as ESL (education): like modeling, picture clues, phonetically spelling things. They're seeing the word, saying it, and pointing to it. All different things happening at once: visually, auditory, and they're pointing to it. (Megan, Intentionally Integrated Model).

This "bringing to the center" (Banks, 2006) ideology works to broaden the horizon of how to include emergent bilinguals in the mainstream classroom. It also works to counteract any ambivalence stemming from the belief that emergent bilinguals are not the responsibility of the mainstream teacher, but rather should be tossed onto the already diverse load of special education teachers (Reeves, 2006). The methods professor representing the Student Selected Add-On also teaches methods classes for the Intentionally Integrated Model. She shares her powerful reality check with students on the illusion that separating out EBS rather than bringing them to the center is beneficial:

 I will say, in the field you may see ESL students kind of shoved aside, but I don't

    want to you to do that, that is not actually what I intend for you to do, you have had this

    better training and background. So we will talk about [the fact that they] know how to

    group children and classrooms to consider the needs of ESL students and their

    proficiency levels. I will remind them that they know how to incorporate interaction

with the ESL students and the other children. (Methods Course Professor, Student

Selected Add-On/Intentionally Integrated)

In contrast, the participants from the Traditional Model displayed great desire to

empower all students as evidenced by a focus on empowerment in the syllabi. In this study,

Empowerment was coded more frequently than any other attribute. Furthermore, syllabi

indicated strong agreement that problems and solutions in education lie in the system (51

references) rather than students (25 references). What was lacking was the ability to break apart

preparation for the needs of EBS from the broad KSDs covering disabilities. Mark from the

Traditional Model expressed his frustration with what he learned useful for the linguistically

diverse

I know that one of my classes has a big English as a second language background so it's

having to teach them...I feel like that is also kind of another struggle...is they don't teach

us how to teach these...I know we had the disability class [where we learned about] IEPs,

but I don't feel like we went in depth with people who have those kind of problems

(English as a second language) that have things other than cognitive disabilities or

physical disabilities. Like I feel strongly prepared to deal with people who have ADD

because I know how to deal with that. But other things like that I just have a difficult

time. (Mark, Traditional Model)

The Traditional Model participants, knee deep in a wide variety of opportunities to

develop KSDs, had difficulty fishing for specific skills and techniques that would be helpful for

teaching EBS. The words of Mark show hesitation with terminology, and identification of

language support for EBS as a problem. As Traditional Model participants were prompted to

navigate their feelings about future classrooms, the thought of EBS not being mainly the

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responsibility of the special education teacher surprised them. Elizabeth from the Traditional Model seemed taken aback when she was asked to talk about emergent bilingual preparation separate from other diverse learners:

> Oh! I guess that is one (enacting emergent bilingual learning opportunities) maybe I am not as confident in. I don't have too many in my class, but I know I do have like one or two and I am not really sure how to reach them I'm finding. Especially the one I don't have a special education teacher in the room with me like I do in one of my classes… So when I have my own classroom and if I don't have a co-teacher I think that is going to be a serious worry for me. (Elizabeth, Traditional Model).

These feelings did not reflect an ambivalence toward EBS, in fact quite the opposite. These pre-service teachers were certain that the special education teacher would better serve emergent bilinguals. The surge of special education representation (Cheatham, Jimenez-Silva, Wodrich, & Kasai, 2014) depicts the "last resort" pedagogy for the models that this research project studied. However, because of differing program model KSDs as depicted in Chapter 3, does "last resort" occur earlier for some models than others? How can pre-service teachers combat the tendency to rely on special education services rather than utilizing their own KSDs like differentiated instruction, to meet the needs of emergent bilingual students? In the next section I detail how pre-service teachers view differentiated instruction either as a mechanism for inclusion of all students, or as an idealistic notion, one that is likely to cause distraction and break up the flow of a classroom.

Differentiated Instruction: Don't rock the boat. Participants from all three program models discussed the importance of differentiated instruction in the classroom. The practice of differentiation disrupts the continuous pattern of perceived equality in the classroom and wraps

students in a wave of equity. What differed in program model responses was the ability to view the KSDs needed for differentiating for EBS as a reality. The words of participants from the three program models illuminated the concept that differentiation became practical to pre-service teachers when it was practiced in clinicals. This notion of practical and practiced differentiation separated the confidence levels and the depth of differentiation understanding across the three program models. The Student Selected Add- On Model participants demonstrated an ease with the concept. They used their focus group forum to speak about how they differentiate learning opportunities when it comes to the wide variety of levels of English that EBS display. Skyler and Lya from the Student Selected Add-On Model describe their thinking:

My last placement was easier to get the attention of students. They were more responsive. At my current placement, we have about 5 students that came (to the United States) within the last 2 weeks. Some have no prior knowledge of English. But these students are not disruptive, they stare at me and try and follow along with what their classmates are doing. (Skyler, Student Selected Add-On)

I have a similar experience. But after letting them experience a silent period with me (to get used to me as a teacher, so measure how others react to me, etc.), I have been able to tap into what students know and can communicate to me. Right now, I'm doing art projects with my students. One of my newcomers loves to draw already, so I try to have image-heavy instruction to help him decode. Right I have been able to have him participate in class by drawing what interests him. I will have a writing component soon, but I want to consider some different scaffolded assignments to help him have free reign over his art while still meeting the unit requirements. (Lya, Student Selected Add- On)

The response of Lya displays a focused, deep understanding of how differentiated instruction can be used in classrooms to support EBS. It is clear that these responses do not come from a shallow background and understanding of bilingualism and biliteracy. Rather these pre-service teachers have a theoretical framework from which to draw when determining how differentiated instruction can be a positive approach in their classrooms. Supporting the idea that program is at least partially responsible for this focus group conversation is the reply of the Student Selected Add On/Intentionally Integrated Methods Professor:

> We give a lot of support and information in all of our classes and then have specific classes about bilingualism, biliteracy, how to work with English language learners, how first languages acquired, how a second language is acquired in our program and so when they come to ESL methods, they already have that background. The pedagogical and theoretical background... and then we are adding real specific ESL methods. What exactly do you do, how do you deal with an English language learner who is that proficiency level 1 vs. 3, 3 vs. 5, you know those different levels. So that is what I'm doing with my methods class with them. That is what they need.

The above excerpt models scaffolded learning as she describes a variety of techniques used to move the program model toward a greater and stronger understanding of meeting the needs of EBS.

The Traditional Model participants recognized just how vast the definition of differentiated instruction can be. An essential unit plan assignment in their preparation gives pre-service teachers autonomy and mirrors reality. It also reflects the program constraints when it comes to the ability of all models to immerse pre-service teachers in the preparation needed to

serve all voices in their classrooms. The Methods Class Professor from the Traditional Model describes the assignment this way:

> Find a mentor text that you might want to use, decide what the rhetorical mode that you want the students to engage in is. Who is the audience for? Will it be multimodal? How are you going to incorporate technology? Will it be just a verbal text or will it include video? I'm kind of handing over the planning to them, and I will say 'Ok, you gotta relate it to Common Core Standards, until they get thrown out' (laughs). Um, you know, 'what are your specific adjectives? I need to know what the assessment is going to be, but you make those decisions. Why are you doing this? How is this serving the student? How is it relating to the students' interests?' You might want to think that through. 'Why is it important or significant?' You can teach a lot of things that are just trivial but you teach them because they're fun you know the students will enjoy it. You know, 'why is this of value to the students?' (Methods Class Professor, Traditional Model)

As described in Chapter Two, empowering relationships can be found where autonomy, creativity, self- improvement and consistency in coursework are found (Nichols & Zahng, 2011). In the teaching and learning relationship, power given to K12 students happens when pre-service teachers have power to give. Traditional Model participants were able to openly express the difficulty in distributing power and voice equally. Although they realized how differentiated instruction is empowering, their fear of rocking the boat was apparent. Courtney, Ashley, Tanya, and Mark from the Traditional Model work through this tension in their focus group session:

> And luckily I think most of my kids know English...enough. You can tell that when they talk they talk sometimes they have to think about the next words that they are about to say. But, um, I don't know. I guess it would be hard for me, I'm trying to think of ways

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how to incorporate that into my lesson plans, but it would be hard for me just because there are like one or two in each class. So I don't want to… You know. It's always hard when you have to teach the majority one way and you can't really teach the minority. Maybe I could just give them separate assignments or something different. (Courtney, Traditional Model)

In this passage, Courtney (Traditional Model) demonstrated surface level understanding of differentiated instruction, one of the emphasized skills found beneficial for working with EBS. As depicted in the KSD chart differentiated instruction for EBS is outlined by DelliCarpini (2008) through the following methods: understanding and respect of each student's culture, incorporation of multiple versions of texts, emergent bilingual choice and voice within the curriculum. Courtney (Traditional Model) neglected to connect that although there are only one or two EBS in her class, by incorporating each student's voice and choice in the curriculum an essential aspect of differentiated instruction is achieved.

It is so tough when you are doing something like reading and you have almost like thirty kids and they are all, they are all somewhere else. It is like, I know you could read this chapter in about five minutes, but this person will take about 15 minutes to read the chapter, so I am gonna take about 10 minutes. We gotta meet in the middle and obviously in an ideal world you're always like differentiating, differentiating, but I don't know how to do that, that's a gap. Am I going to give this kid more work because he is a faster reader, or am I going to… (Ashley, Traditional Model)

No, you are going to give each kid a different book. (Tanya, Traditional Model)

The interactions of Ashley and Tanya (Traditional Model) exemplified their recognition of the suggested practice of distributing multiple texts and multiple versions of texts in order to differentiate, but also showed their difficulty to recognize the feasibility of this practice.

> Am I going to have someone make sure that they stay by this person's side because the reality is there is probably 10 students who need someone by their side at all times so (Ashley, Traditional Model)

> Well on a side note, you actually can give everyone different books (Mark, Traditional Model)

> Oh I know, but it's just, there are just so many things that pedagogically we are supposed to be able to do and then realistically it would be impossible. (Tanya, Traditional Model)

The final series of quotes from this focus group shows the internal struggle between the Traditional Model participants' understanding and value placed on differentiating for all students, especially through the avenue of multiple texts and multiple versions of texts, and their perception of its practicality in their student teaching placements. The Traditional Model participants imply that although the term "differentiating instruction" is comfortable, the KSDs necessary to apply it into classroom practice is uncharted territory. The notion is that differentiated instruction is idealistic, and although a positive tool for emergent bilinguals, its use is not necessarily worth the turbulence it may cause in the classroom. In the minds of Traditional Model participants, a calm classroom was of upmost importance.

Exceptions to this occurred in Traditional Model participants who had additional "life experience" with the emergent bilingual population. One of these participants, a graduate student named Jon, drawn back to school to become a licensed teacher after an abroad experience, supported this with the following quote: "Compartmentalizing is something that I've learned

through teaching ESL. Also giving learners multiple avenues to pursue those things… different settings. So groups, different kinds of exercises where you're getting up and moving, moving pieces of language around, connecting with different kinds of learners" (Jon, Traditional Model). Jon's valuable learning opportunity with emergent bilinguals outside of his coursework emphasizes the importance of a clinical experience component in program models. He exemplified the idea that the innate ability to differentiate does not come from knowing the definition of the broad term, but rather the actual practice of it, and seeing it in action: "I think differentiation is a fancy word that people throw around. Differentiation is in the little things that you do in class, where you check in with the student are you tell them 'Hey actually maybe skip this step, and go to this part' because you know kind of where that student is at" (Jon, Traditional Model).

So, can differentiated instruction, a crucial concept in the teaching of emergent bilinguals, be approached with calm confidence by pre-service teachers rather than timidity? The Intentionally Integrated Model participants displayed an almost instinctive, disciplined approach when it came to the topic of differentiated instruction. Charlie from the Intentionally Integrated Model explained this feeling: "They definitely prepared me for a lot of differentiating. I think that that is something that I don't even realize that I am doing. I go in (to interviews), questions like how did you differentiate? And I am like well as I was planning it is like second nature" (Charlie, Intentionally Integrated Model). The second nature of differentiating seemed to originate from a specific focus on differentiating instruction for the linguistically diverse. Consistent practice of differentiating for a specific group brought an intuitiveness to planning for all learners. The idealistic notion of differentiation becomes realistic as the Intentionally

Integrated Model participants were able to voice the deep connection between coursework and clinical experiences. Megan from the Intentionally Integrated Model narrated the two this way:

> One area I do feel prepared in is the ESL stuff we were talking about and like the differentiating instruction for ELLs, or IEPs, or just regular education students that need help in a certain area. Just because that was talked about in just about all of our classes… I think just like being in that experience and watching and just like putting all of the different things we talked about in class and like seeing them actually happening. Like hearing is one thing, but actually seeing it there is a different thing. (Megan, Intentionally Integrated model)

The reiteration of seeing instruction in action guides the feasibility behind differentiation that those who influence program model design strive to provide. The expansive lived experiences of the Intentionally Integrated Model participants and differentiation were expressed during one of the focus groups-- almost to the point of frustration. Charlie and Libby from the Intentionally Integrated Model, when asked to share the item that symbolized their preparation for teaching diverse learners, said:

> There isn't just one thing for me that symbolizes my preparation for teaching all students because from the minute I decided I was going to be an education major, everything has been so centralized around thinking about all the students in the class; are you planning for everyone? Do you have the different modalities? So now when I sit down and plan my lesson I think about the hook, and the activity, and doing some small groups to get individual attention to all of the kids so I don't think I have one item because it has been engrained in me. (Charlie, Intentionally Integrated Model)

This initial quote from this selection of passages from the Intentionally Integrated focus group highlights the voice aspect of differentiation. Through her consideration of "everyone," Charlie (Intentionally Integrated Model) will be able to gain an understanding of her EBS and provide experiences that will help them succeed in the mainstream classroom (Dellicarpini, 2008).

> Five years of crud (Libby, Intentionally Integrated Model)

> Yes, it is so natural to think about all of my students. (Charlie, Intentionally Integrated Model)

> Yes it has been pounded in your brain. Integrate and differentiate. Those two key words and then modalities. (Libby, Intentionally Integrated Model).

This above series of quotes highlights the near exasperation for the perceived over-emphasis on differentiation found in the Intentionally Integrated program model coursework, yet, at the same time, reveals confidence for providing differentiation for EBS.

The participants' responses and the analysis of syllabi of these three, broadly conceived program models demonstrate the conscious and subconscious awareness of the role of language in education. Mainstream views and opinions filter into coursework choices both superficially and systematically. Interviews, focus groups, and syllabi data revealed that the ebb and flow of program constraints influence the rise and fall of voices emphasized. Figure 4.1 provides a summary of how different program models are designed with regard to specific learning opportunities to take up the notion of language subjectivity and establish the importance/role of an emergent bilinguals' use of their home language therefore appearing to develop the KSDs to enact the same in classrooms.

Traditional Model

- **Language Subjectivity** (KSDs: home language and home culture exposure, additive perspective, benefit perspective)

→ **Level of Learning**

- Broad coverage of learning disabilities and differentiated instruction, low emphasis on emergent bilingual students

→ **Level of Enactment**

- High level of acceptance for emergent bilinguals and all learners, heavy reliance on Special Education Instructor, overwhelmed by differentiating for emergent bilinguals

Student Selected Add-On Model

- **Language Subjectivity** (KSDs: home language and home culture exposure, additive perspective, benefit perspective)

→ **Level of Learning**

- Specific coverage of long term goals for emergent bilingual home culture and home lanugage, immersive experiences in methods courses

→ **Level of Enactment**

- High level of scaffolding and differentiating for emergent bilinguals, confidence in determining emergent bilingual proficiency levels

Intentionally Integrated Model

- **Language Subjectivity** (KSDs: home language and home culture exposure, additive perspective, benefit perspective)

→ **Level of Learning**

- Consistent differentiating discussion before and after clinical experiences, practice with proficiency grouping,

→ **Level of Enactment**

- High level of application of differentiation strategies for emergent bilinguals, high confidence for working with/ being inclusive of emergent bilingual students

Figure 4.1. Language Subjectivity Levels of Learning and Enactment Across the Three Program Models

Just as language subjectivity deeply connects learning opportunity and enactment of KSDs beneficial for meeting the needs of EBS, the presence and absence of opportunities to learn about the endemic nature of privilege and oppression illustrate how pre-service teacher develop and enact KSDs related to emergent bilinguals through their program coursework and clinical experiences.

Endemic Nature of Privilege and Oppression

The second tenet of Critical Theory explores the endemic nature of privilege and oppression in society and postulates that certain groups in any society and particular societies are privileged over others. It further states that although the reasons for this privileging vary widely, the oppression that characterizes contemporary societies is strongly reproduced when subordinates accept their social status as natural, necessary, or inevitable (Kincheloe, McLaren, & Steinberg, 2011). Awareness of the historical and contemporary class privilege is certainly influential regarding the KSDs needed for working with emergent bilinguals because recognition and acknowledgement lead to transformation and change. Social and cultural awareness are often created through exposure; therefore, program models are often set up to offer pre-service teachers clinical experiences before a summative student teaching experience. Program model content and pedagogy also help shape the beliefs and attitudes about the privileging of certain groups, including emergent bilinguals. Interviews, focus groups, and syllabi were analyzed using inductive codes for Active and Passive Learning and for Power and Voice Sliding Scale (Cummins 1986, 2000b). This scale, detailed in Chapter Two, shapes the connection between emergent bilinguals and empowerment in the classroom by comparing empowering classroom practices with disabling classroom practices. This analysis rendered gradations on the second of three secondary findings: Pre-service teachers who participate in program models with specific

opportunities to learn about the endemic nature of privilege and oppression, through clinical experiences that include a large number of EBS, appear to develop the KSDs to enact strategies that create change for linguistically diverse classrooms. An examination of these clinical experiences and ideology stemming from coursework illustrates the differing learning opportunities related to the endemic nature of privilege and oppression within program models.

Clinical experiences: Deep and wide? Exposure can help create awareness; therefore, the learning opportunity of gaining awareness of the endemic nature of privilege and oppression is best created through clinical experiences. Clinical experiences are created to keep pre-service teachers' eyes focused on the horizon of their future classrooms. Yet the vast differences found in program model experiences reveal that while some per-service teachers have been fully immersed in working with classrooms that have high populations of EBS from the start, others have merely dipped their toes prior to student teaching. This difference in clinical exposure leads to variance in enactment of KSDs beneficial for teaching EBS. The Traditional Model Methods Professor recognized the tricky balance of program requirements and time in the classroom:

> I think teaching is a hands-on kind of thing. There is theory, of course, that is behind it. You know, exploring methodologies and that kind of thing, but I think working with actual kids gives it a context, and that context is meaningful. Typically we have a three semester program. It would be nice to have a four semester program and to get them into placement earlier so that there could be a stronger link between what happens here and what happens in the classroom.

Although the need for immersive clinical experiences was identified, the Traditional Model methods class continued to reflect the shallow clinical experience component. The Traditional Model Methods Professor and all those factors who have a hand in program model design like

exit interviews, edTPA, and Common Core, must fully understand and prepare for the rising tide of many influential, external forces so EBS have the teachers they deserve.

The external forces are different for the Intentionally Integrated Model. Because the push and pull of the grant supporting the training of pre-service teachers for EBS, immersive experiences are substantial, frequent, and influential. Of the five syllabi examined for the Intentionally Integrated Model, four of them contained clinical experiences specifically geared toward classrooms that provided emergent bilingual immersion. Two syllabi analyzed for the Student Selected Add-On Model also contained the requirement of clinical experiences geared toward emergent bilingual immersion. Given the notion that this "Add-On" is a choice for pre-service teachers, clinical experiences involving emergent bilingual immersion are an imperative aspect of program. The methods professor representing the Student Selected Add-On, who also teaching methods for the Intentionally Integrated, discussed how this immersive exposure aspect plays an important role in bringing a lived awareness aspect to program:

> And then all of my students are placed in classrooms were they have ESL students, but they are in the mainstream classrooms. I go out into the field all the time and spend time in the classrooms and observe them. I also interact with the kids, but we talked a lot about like what methods are happening in the classroom that help English language learners comprehend the content, and maybe if there are not things going on we talk about what we could do. It is really helpful because it is the context that we can apply and talk about in class. (Methods Professor, Student Selected Add-On/ Intentionally Integrated)

The conclusion that better preparation for teaching emergent bilinguals is imperative in the program of pre-service teachers and that isolated emergent bilingual experiences and

exposure lacks effectiveness is salient in many studies (e.g., Hildenbrand, S. M., & Schultz, S. M., 2015; Hutchinson, M., 2013; Janzen, J., 2008; Jimenez-Silvia, M., Olson, K., Jimenez Hernandez, N., 2012). Yet the perfect program model for connecting isolated pre-service experiences to the didactic curriculum is still illusive. This connection of clinical experiences to coursework plays a central role in creating meaningful immersion. The benefit of more clinical experiences with connections to coursework was not lost on participants from the Student Selected Add-On Model. Skyler from the Student Selected Add-On was able to voice the advantages she felt she had over pre-service teachers from her Traditional Model cohort. "I'm using a lot of the strategies, kind of picking them back up again from what I learned in class. I appreciated having the extra clinical experience that some people in my cohort don't have because I have bilingual/ESL fieldwork, like another semester more [than my cohort]" (Skyler, Student Selected Add-On Model).

Traditional Model participants recognized the uneven balance of amount of time in clinical experiences among program models. Ashley from the Traditional Model discussed this balance: "And I wish that I could have had more experience in a classroom besides the one semester of fieldwork in the Middle School placement. I know that other programs have clinicals throughout the four years or five years, so I have just kind of had to take it upon myself to go get jobs that work part time in schools or work with kids in other ways" (Ashley, Traditional Model). Ashley's statement sums many participants' thoughts from the Traditional Model, who did not sail the waters of the Student Selected Add-On Model, but often created their own "Add-On" experiences. These extra experiences enabled them to immerse rather than dip in the diverse waters of student voice.

Participants from all models eagerly discussed the influences which led them to select their program model: previous teachers, passion for the subject area, and a strong desire to work with certain age groups. Their conversations revealed much about their beliefs, ideals, and principles, all of which emanated from their program and personal experiences. Let's take a look at the connection between the development of pre-service teacher ideology, the endemic nature of privilege and oppression, and the enacting of strategies beneficial for meeting the needs of EBS.

Ideology: Anchored in coursework. The reproduction of privilege and oppression ties strongly to the ideology of both the privileged and oppressed. Marginalized groups like emergent bilingual students may accept their status as natural, necessary, or inevitable if this is the message they receive from their teachers. Gonzales (2012) discusses how support for linguistic and cultural needs calls for a change in mindset: an adjustment in attitudes, beliefs, and biases around emergent bilingual students. This shift from assimilative perspectives to progressive and pluralistic one's ideologies must serve as an anchor in the design of preparation programs, as ideology grips and holds together the KSDs developed by pre-service teachers when pivotal moments occur.

The notion of student empowerment was present in syllabi representing each program model. This frequent code, along with the consistently occurring code of "Coursework balance" pinpointed how coursework influences pre-service teachers' beliefs and attitudes toward the KSDs helpful for teaching EBS. Pre-service teachers from both the Traditional Model and the Intentionally Integrated Model felt that balance of their coursework was often dramatically deep in certain areas and surprisingly shallow in others. Traditional Model participants felt their exposure to content was rich and thorough, but emphasized that this exposure came at the

expense of more of education classes. Kathrine from the Traditional Model voiced this: "It would be nice to have more education and methods classes because we take SO many English classes. And that's just like a little screwed up to me. That I almost have a full English degree, like 53 English credits, but none of those are teaching English classes" (Kathrine, Traditional model). Intentionally Integrated Model participants echoed this emotion about coursework unbalance. However the participants from this model indicated the weight of the content area of literacy especially relating to emergent bilinguals was at times too heavy. Libby from the Intentionally Integrated Model described this uneven balance:

> I feel like I am treading water and I am holding a barrel over my head. It is a little frustrating. I think with more experience and more diverse instruction of (pre-service) classes instead of just focusing on like the literacy portion of it, and focusing on English language learners so much, I think supplementing that with more would have been better. (Libby, Intentionally Integrated Model)

While Traditional Model participants felt they lacked the KSDs necessary to use diverse methods of teaching in their content area, the Intentionally Integrated Model participants felt a shortage of KSDs in their content areas because of so much attention to literacy and emergent bilingual teaching strategies. Student Selected Add-On Model participants had little to say about coursework balance. Perhaps this silence was due to the high level of autonomy allowed them in coursework choice along their path to graduation and certification.

Although the unsettling sentiment towards coursework balance was expressed, the participants' desire to teach EBS was also present. Perhaps these beliefs were inspired and developed through coursework anchored in empowerment. Previously, I mentioned that "Focus On Empowerment" was a code used in my analysis. This code had a higher occurrence than any

other syllabi code across the three program models. Interviews brought clarity to this code. The figure below, as described in Chapter Two, demonstrates the connection between positive relationships and empowerment and ties back to the second tenet of Critical Theory. The X axis demonstrates the range of classrooms where students have little control in the learning environment to more control leading to empowerment. The results range from undemanding and destructive classrooms to motivating classroom or a confusing/neglecting classroom depending on the teacher-student relationship. The Y axis shows the range of teacher-student relationships from negative relationships to positive relationships. The classroom environment results range from confusing and destructive classrooms to either undemanding or motivating classrooms depending on student empowerment. Understanding that empowerment of EBS, stemming from cultural awareness, leads to transformation of emergent bilingual students.

Affirming or Positive relationships

Undemanding classroom
   Overprotective
   Permissive
   Offering praise for easy work
   Communicating pity

Motivating classroom
   Autonomy
   Creativity
   Self-improvement
   Consistency

Control ⟵—————————————⟶ **Empowerment**

Destructive classroom
   Low expectations
   Forced learning
   Oppressive
   False praise

Confusing/Neglecting classroom
   Competition is encouraged
   Praise contingent on success
   Mixed messages

Negative relationships or Rejection

Figure 4.2. Classroom Empowerment Dimensions (adapted from Nichols & Zahng, 2011, p. 233).

The characteristics of a Motivating Classroom are: autonomy, creativity, self-improvement and consistency. These characteristics directly link to the ideology of the teacher in the classroom. Beliefs and attitudes valuing inclusion, positive relationships with all students through incorporation of student voice and active, autonomous learning over passive learning undergird Motivating Classrooms. Inclusive, student-centered ideologies are often developed by pre-service program models. The desire to facilitate a "Motivating Classroom" was established through the interviews of all models. Jon from the Traditional Model directly discussed the importance of all of his students' voices: "Let's do the student ACLU and let's do the GSA or LGBTQ club. Make sure that all these voices are being represented and that other people are getting the information they need. I think that in a climate such as our own political climate we need to make sure that these things happen at a local level" (Jon, Traditional Model). The idea of "representation" and "voice" as mentioned here supports the impression that although pre-service coursework may be viewed as unbalanced when it comes to content, the consistent threads of empowering attitudes, beliefs, and principles transcend content. Coursework designed to teach pre-service teachers how to give their students consistency, autonomy, and the opportunity to self-improve and be creative, opened the floodgates when it came to putting long held beliefs into action; Tanya from the Traditional Model put it this way: "That's why I went to college mostly, and teaching is my ability to give back to others. And also push them. Education is your way to not be on the bottom" (Tanya, Traditional Model).

The cyclic and endemic nature of privilege and oppression will continue in education as long as social and cultural awareness is absent in clinical experiences and coursework in pre-service programs. Findings describe how attention to the marginalized voice through empowering coursework can lead to transformational thinking of pre-service teachers. Figure

two illustrates how pre-service teachers who participate in program models with specific opportunities to learn about the endemic nature of privilege and oppression, with clinical experiences that include a large number of emergent bilingual students, appear to develop the KSDs to enact strategies that create change for linguistically diverse classrooms.

Sutdent Selected Add-On Model

- **Endemic Nature of Privlege and Oppression** (KSDs: awareness creating experiences, active learning/ the passing on of power and voice through motivating classrooms)

→ **Level of Learning**

- Additional field experience geared toward emergent bilingual exposure, high level of discussion of specific strategies for distribution of power and voice for emergent bilinguals

→ **Level of Enactment**

- High ability to enact specific active learning strategies, awareness of the social and cultural marginalization of emergent bilingual students and strategies to create change

Traditional Model

- **Endemic Nature of Privlege and Oppression** (KSDs: awareness creating experiences, active learning/ the passing on of power and voice through motivating classrooms)

→ **Level of Learning**

- Heavy focus on student empowerment and active learning in coursework, low exposure to fieldwork prior to student teaching

→ **Level of Enactment**

- High level of awareness of representation, and voice of students, high level of desire to empower and give back, low ability to connect field experiences to coursework especially in the case of emergent bilingual teaching

Intentionally Integrated Model

- **Endemic Nature of Privlege and Oppression** (KSDs: awareness creating experiences, active learning/ the passing on of power and voice through motivating classrooms)

→ **Level of Learning**

- Plethora of exposures to emergent bilingual students in fieldwork embedded in the context of class discussion, low level of connection to subject areas outside of literacy

→ **Level of Enactment**

- High ability to enact characteristics of a Motivating Classroom for emergent bilinguals in the area of literacy, low confidence to enact characteristics of a Motivating Classroom in other content areas

*Figure 4.3.*Endemic Nature of Privilege and Oppression Levels of Learning and Enactment Across the Three Program Models

When ignored or devalued in program model learning opportunities, the endemic nature of oppression of EBS in education continues to repeat and reproduce. The next section questions how pre-service teacher develop an understanding of reproducing and opposing systems of oppression of emergent bilinguals through their program coursework and clinical experiences.

Reproduction of Systems of Oppression

The third tenet of Critical Theory states that mainstream research practices are generally, although most often unwittingly, implicated in the reproduction of systems of class, race, and gender oppression (Kincheloe, McLaren, & Steinberg, 2011). This reproduction, in turn, minimizes exposure of explicit, implicit and hidden curriculum (Eisner, 2002) in K-12 schools and Institutions of Higher Education (IHEs). This tenet evokes questions such as: What is included in pre-service program? What is excluded? Why? What are the deciding factors in the program models selected by pre-service teachers? These questions were examined through my coding for Problems/Solutions Located In Students and Problems/Solutions Located in Education Systems. Many inductive codes emerged from this initial evaluation producing evidence relevant to the KSDs necessary for teaching emergent bilingual students. My analysis of these codes revealed the third attendant finding: Pre-service teachers who participate in program models with specific opportunities to learn how curriculum offerings can reproduce systems of oppression appear to develop the KSDs needed to enact oppression opposing practices in linguistically diverse classrooms.

Overboard, term used to describe going from a ship into the water, is also associated with going to extremes. When pre-service program models shift emphasis to an area such as intentional integration of KSDs useful for meeting the needs of emergent bilinguals throughout the coursework, throwing overboard other important attributes of the program model becomes an

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area of concern. The next section examines the Intentionally Integrated Model and connects the program model with the notion of overboard and the third tenet of Critical Theory.

Intentional integration: Is there such thing as overboard? Mainstream practices must be interrupted in order to halt the reproduction of oppression. Learning opportunities for changing reproduction of oppression for EBS occur in program models that offer curriculum that interrupts mainstream practices. The Intentionally Integrated Model put forward a program model that breaks up traditional pre-service preparation for emergent bilingual students. However, this disruption begs the question: What is lost when biliteracy and bilingualism are integrated into every corner of a program model? The Intentionally Integrated Model merges specific opportunities for teacher candidates to learn the needed knowledge, skills and dispositions (KSDs) related to working with EBS into all coursework. This model is supported and sustained by a grant with goals for preparing teachers to work with emergent bilingual students in early childhood classrooms, and improve the program model's ability recruit and retain a diverse student body thereby strengthening their career ladder. Interviews and focus groups with the Intentionally Integrated Model pre-service teachers reveal a great depth of the KSDs needed for teaching EBS. However, these conversations also revealed were perceptions of the cost related to intentional integration.

As mentioned in the Limitations section in Chapter Three, I was not able to recruit a methods professor that taught only Student Selected Add-On methods classes. Rather the methods professor from the Student Selected Add-On Model also taught Intentionally Integrated Model pre-service teachers. I therefore recruited another Intentionally Integrated Model methods professor who would offer a different perspective. This research project has not yet utilized the interview of the methods professor representing the Intentionally Integrated Model. In order to

maintain a true phenomenological approach, I looked for not only present experiences, but absent experiences. For this reason, the Mathematical Methods Professor for the Intentionally Integrated Model was chosen to represent the group. When asked about program model design weaknesses, the Intentionally Integrated Model focus group expressed dissatisfaction with their lack of KSDs when it came to teaching mathematics, they indicated this extensive attention was due to the development of literacy, specifically around EBS. Libby, Megan and Charlie used the Intentionally Integrated focus group platform to express these frustrations:

> I only remember what I said because I was literally talking about this the other day. I was saying that my math and science and social studies teaching is not nearly as strong as my literacy teaching. And I was really nervous because I taught math today for the first time in this classroom. And I was like what am I doing? How do I do this? So, I felt really, I don't know, hard on myself. And I looked at my cooperating teacher and I was like "So can you tell I've never taught math before?" (Libby, Intentionally Integrated model)

> I would agree. I think this semester I got a lot more experience because my cooperating teacher doesn't like to do math. And she was like: "Why don't you try taking over math?" so I have been teaching that since week two now. I have done math. So I have had a lot more experience in the field than I did in the (pre-service) classroom. (Charlie, Intentionally Integrated Model)

The responses of Charlie and Libby (Intentionally Integrated Model) highlight their perceived gap in knowledge of content areas outside of literacy. The conversation continues and begins to establish the notion that under preparation for these content areas may stem from overemphasis on literacy especially for EBS.

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I agree. There are so many courses focused on literacy. I tutor for literacy through

Boys & Girls Club too so that is something that I obviously felt more comfortable with.

And, yeah, there has been only one class for each other subject like social studies, math

and science, but I don't even know how many literacy ones we have had. I think literacy

is honestly very important, especially for early childhood. But there is a ton of emphasis

put on it but you go in with kind of less of an understanding about other subjects.

(Megan, Intentionally Integrated Model)

Right. I feel like we've had 47,000 literacy classes to prepare us for this and one

math, one social studies and one science class (Libby, Intentionally Integrated Model)

Libby and Megan's contribution to the focus group conversation reflect their understanding of

the importance of the literacy classes in the Intentionally Integrated Model, but also support the

need for attention and focus on other content areas. The Intentionally Integrated Model methods

professor echoed the sentiments of the pre-service teachers. She shared her thoughts about what

sinks to lower priority when the carefully crafted program model is weighted toward one area.

"Alright so this is very cynical, but there is a lot of lip service paid to, oh yeah math, but they

don't believe that. It's all about literacy because I think people get that. And they are not afraid of

it" (Methods Class Professor, Intentionally Integrated Model). This coursework balance issue

was discussed in both individual interviews and focus groups.

Participants from the Intentionally Integrated Model were grateful for the KSDs

associated with emergent bilingual learners, but in conversation, they often circled back to areas

with which they felt they had only a surface level experience. One of those areas was clinical

experience exposure to diverse learners outside of emergent bilingual students. Libby from the

Intentionally Integrated Model expressed this during her individual interview: "Well I have only

ever had experiences on the south side…So, that kind of makes me sad, but at the same time I

am still getting a diverse amount of learners. But most of my diversity is Hispanic and Black.

And even then, my school does not have very many Black students. They are the majority White

or Hispanic, or some type of mix there" (Libby, Intentionally Integrated Model). This finding

highlights the delicate balance and potential costs of immersion models.

Although this model focuses on integrating KSDs useful for teaching EBS into all

coursework, the actuality of this design may not flow as effortlessly as expected. The methods

professor for the Intentionally Integrated Model was asked what role the grant played in the math

methods class.

> It really hasn't. It really hasn't touched math methods. I'm going to be real honest; I don't
>
> think they care. And that is how I feel. There has never been a: 'Can you come to this
>
> meeting? And we are going to talk about how you bring more language development
>
> work into math,' um, nothing. (Methods Class Professor, Intentionally Integrated
>
> Model).

While the participants and Math Methods Professor of the Intentionally Integrated Model

were in agreement that learning about the teaching of mathematics seemed underemphasized in

the coursework, the encouragement of participants to become ESL certified was acknowledged

as being overemphasized, and, therefore, was adjusted. The Methods Professor for the Student

Selected Add-On/Intentionally Integrated Model confirmed the adjustment:

> We found that in the beginning when we were like you should do this (ESL
>
> Certification), why not? You have the coursework already, now all you need is to pass
>
> the Praxis and do 10 weeks of student teaching in an ESL classroom. We had tons of

people doing it, but not all of them were really committed to it. We found that when they were with the ESL teacher, they lacked kind of commitment or drive or real interest in doing it. So then I changed my message to say it would be great if you can add this on, but don't do it unless your heart is really into it. (Methods Professor, Student Selected Add-On/ Intentionally Integrated)

This recognition on overemphasis on certification guided the message given to the Intentionally Integrated Model participants. Furthermore the question of how to maintain a healthy balance between intentional integration of KSDs related to emergent bilingual students and content area knowledge is also important. Is there such thing as 'overboard' when it comes to the intentional integration of KSDs useful for teaching emergent bilingual students? This question must be addressed as this research project discusses what is present, what is missing, and also "what is hidden?" (Eisner, 2002) in the curriculum of each program models.

Curriculum: Charting the course. Mainstream practices minimize questioning of what is taught and why. This minimization in pre-service program classes implicates the reproduction of systems of oppression in K12 contexts. Methods professors are no strangers to the time and policy constraints that shape their classes. These influences along with personal and outside opinions, exit- interviews, department demands, and keeping up with research all impact their attitudes toward and control of the program curriculum. Navigating curricular questions related to what to skim and where to dive deep lead to the conclusion that changes made to coursework will always be a trade-off.

The Student Selected Add-On Model seems to empower pre-service teachers because they can bypass the aforementioned constraints, select a model that provides smooth sailing to graduation and certification while adding on the appropriate KSDs. Yet, participants from this

model unwittingly feel the lost in the Circuit of Cultural Reproduction (Apple, 2005) and they express the idea that their selected program model is hidden in the shadows of the School of Education. Lya expressed this isolated feeling below:

> Just like it feels like we are left out of School of Education. Because there are not that many of us, so it feels like we are left out. Even though, I have a coworker that is doing Early Childhood and she is required to take an ESL class, which is good. So why if we see that it is important, why isn't it important for the other majors/minors? Why aren't there more classes or why isn't there just like more guidance I think. Yeah, so I feel left out and not respected. (Lya, Student Selected Add-On Model).

Because this program model is less populated than others, is there a subconscious or conscious marginalization from the School of Education? Or perhaps the marginalization stems from sources other than student numbers. Although the School of Education provides an Add-On for increased learning opportunities leading to KSDs beneficial for EBS, the Add-On silently acknowledges that traditional licensure pathways lack these learning opportunities. This silent acknowledgement, in addition to the expressed feeling of isolation by Lya (Student Selected Add-On Model) demonstrate how marginalization of EBS is both knowingly and unknowingly perpetuated in IHEs. The mainstream, or explicit view of the KSDs useful for teaching EBS starkly contrasts with the countering Student Selected Add-On participants' view. Lya from the Student Selected Add-On was conscious about this contrast:

> Well I think that a lot of people think they can teach English without training for it. And that is frustrating for me. That's not to say you can't be a good teacher without going to school, but I think that people assume it is easy to do. And that's…and people are like 'I don't know what I am going to do I just might teach English' and I am thinking do you

even know how to? And they're like 'well I speak English.' (Lya, Student Selected Add-On Model)

This dominant idea that anyone who speaks English obtains the KSDs necessary to teach EBS may have a hidden role in privileging of certain program models over others. In this particular School of Education, the Student Selected Add-On participants expressed feelings that although they may sense the devaluing of the mission of their program model by the School of Education, they personally value it. In fact, the message that EBS are an important population rose to the surface explicitly and implicitly in all three program models studied.

The Methods Professor for the Intentionally Integrated/ Student Selected Add-On Model explained this implicit/explicit approach when it comes to clinical experiences. The initial placement of pre-service teachers in classrooms with emergent bilingual populations suggests that there are specific KSDs that are important for teaching these students.

They do need a lot of guidance because for a lot of my students it is their very first time interacting with an ESL population. They just have not grown up around that, which is fine, and it is kind of exciting then because it is something new for them. But they do not always really know what to do, what do you do with a child who comes to the classroom and has little or no English language proficiency yet? (Methods Professor, Intentionally Integrated/ Student Selected Add-On)

 In this model, implicit placement is followed by explicit conversation in the classroom. This methods professor goes on to talk about this learning opportunity: "And also they are in classrooms where some of the mainstream teachers do not know what to do with those children

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either. So, I feel like it is an awesome opportunity for me to be there and be like well this is what you can do" (Methods Professor, Intentionally Integrated/ Student Selected Add-On).

Examining the sea of Traditional Model coursework reveals interesting findings regarding explicit and implicit curriculum related to the KSDs useful for teaching EBS. The acknowledgement of a need for more coursework and experiences related to emergent bilinguals is overt as indicated by the Methods Professor: "And so recently we decided to put in actual texts (regarding emergent bilinguals) that were then used in all of our courses. Portions of them were integrated into the writing methods course, and portions of them were integrated into the reading and literary study course" (Methods Professor, Traditional Model). This overt method of addressing a student identified preparation deficiency brought about a change in the explicit curriculum for the Traditional Model. However, when interviews were coded, "More ELL Preparation" was inductively used as a sub-code because it was frequently mentioned by the Traditional Model participants. Stemming from the deductive code, "Problems And Solutions Located In The Educational System," this sub-code, "More ELL Preparation" was brought up more frequently than any other sub-code. Given the recent increase in explicit curriculum attention, implicit questions regarding the exposure and balance of coursework and clinical experiences may shift the perspectives of Traditional Model participants regarding the depth of their KSDs useful for teaching EBS.

What seems to be included and excluded in pre-service coursework seems to only skim the surface of the role Schools of Education play in the reproduction of cultural oppression. For this reason, it is important to deeply examine the implicit and hidden curriculum of each program models. Although a steady stream of KSDs useful for teaching EBS was revealed by participants of the Student Selected Add-On Model, an implicit feeling of isolation from the rest of the

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School of Education was also identified. Although texts useful for providing the KSDs related to emergent bilingual learners were recently incorporated into explicit Traditional Model coursework, inconsistent levels of confidence levels in teaching this population were revealed. These findings draw our attention back to the difficult balance necessary for program model designs to serve both as transformational vessels while at the same time meeting the logistical constraints that surround Schools of Education. The figure below provides a visual across the program models showing that pre-service teachers who participate in program models with specific opportunities to learn how curriculum offerings can reproduce systems of oppression appear to develop the KSDs to enact oppression opposing practices in linguistically diverse classrooms.

Traditional Model

- **Reproduction of Systems of Oppression** (KSDs: recognition of weaknesses mainstream practices around emergent bilingual students, Implicit and explicit incluisive ideology presence)

Level of Learning

- High recognition of weaknesses of mainstream practice challenged through explicit curriculum additions addressing emergent bilingual teaching

Level of Enactment

- Low level of ability to enact explicit curriculum addressing emergent bilingual teaching, high level of recognition of problems and solutions in educational system rather than students

Student Selected Add-On Model

- **Reproduction of Systems of Oppression**(KSDs: recognition of weaknesses mainstream practices around emergent bilingual students, Implicit and explicit incluisive ideology presence)

Level of Learning

- High level of understanding of institutional and mainstream deprofessionalization of those who specialize in working with emergent bilingual students

Level of Enactment

- Low confidence in place in School of Education, High confidence in importance of inclusive ideology of teachers toward emergent bilingual students both implicitly and explicitly in classroom

Intentionally Integrated Model

- **Reproduction of Systems of Oppression**(KSDs recognition of weaknesses mainstream practices around emergent bilingual students, Implicit and explicit incluisive ideology presence)

Level of Learning

- High exposure to mainstream practices reproducing emrgent bilingual oppression, low level of KSDs geared toward content area knowledge outside of literacy and emergent bilingual preparation

Level of Enactment

- Low confidence in teaching math, science, and social studies to all populations including emergent bilingual students, innate ability to point out and discuss emergent bilingual excluding mainstream teaching practices, and, in turn, not replicate these practices
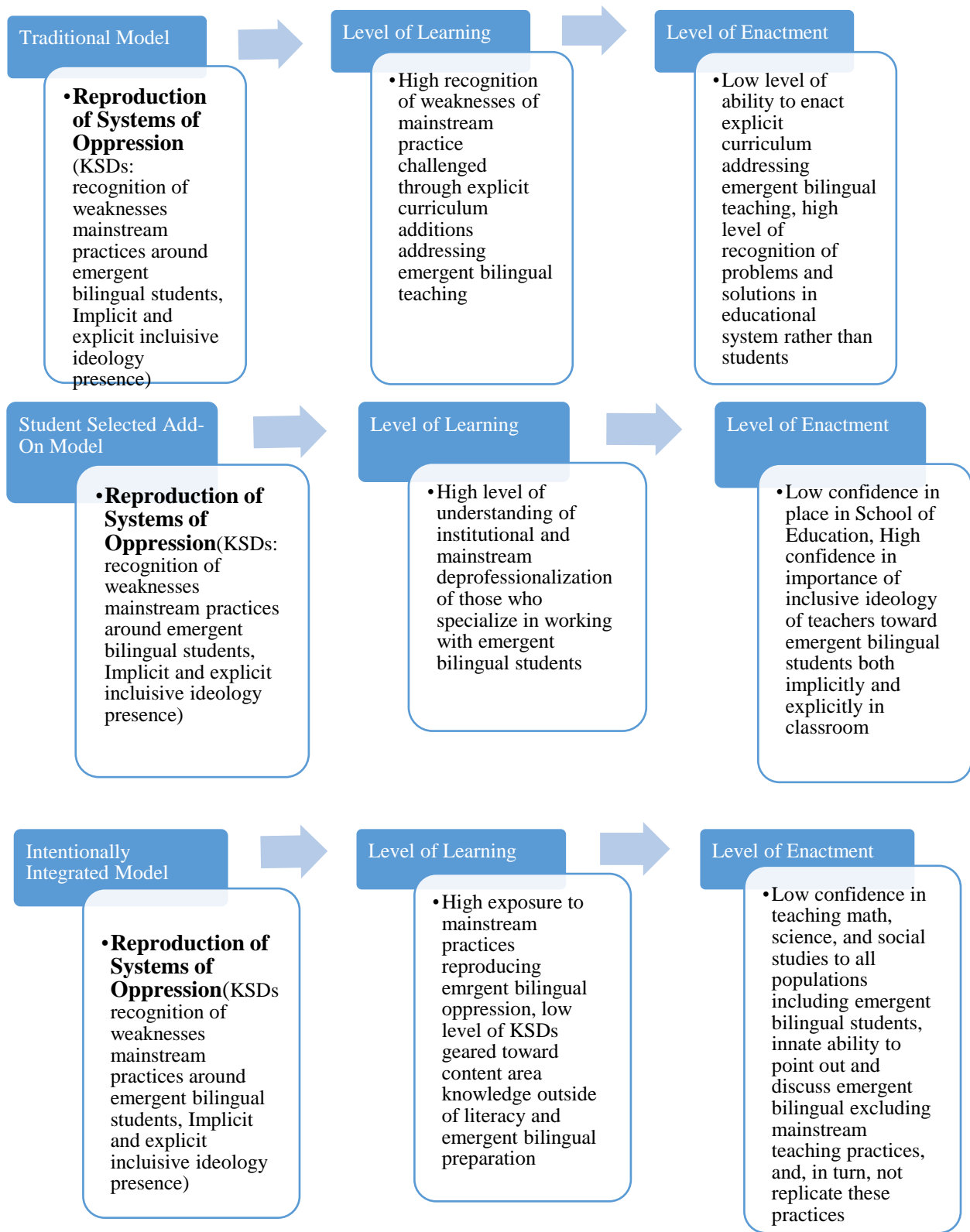
Figure 4.4. Reproduction of Systems of Oppression Levels of Learning and Enactment Across the Three Programs

Throughout this study, a chart has been used to illustrate the specific KSDs useful for teaching emergent bilingual students, connect the tenets of Critical Theory to these specific KSDs, and categorize the development of KSDs through the framework of language acquisition models. I have included a final version of this chart to demonstrate which KSDs the three program models make available to pre-service teachers through their clinical and coursework language opportunities.

	Knowledge		**Skills**		**Dispositions**	
Program Models	Metalinguistic Awareness and Language Empathy	Home Language is viewed as a right	Differentiated Instruction for emergent bilinguals	Self-efficacy, comfort and confidence	Inside and outside of classroom reflection on beliefs and attitudes about emergent bilingual students	Ambivalence toward emergent bilinguals is changed to understanding
Intentionally Integrated Model		X	X	X	X	X
Student Selected Add-On Model	X	X	X		X	X
Traditional Model		X			X	

Figure 4.5. Knowledge, Skills, and Dispositions Useful for Meeting the Needs of Emergent Bilinguals Made Available to Pre-Service Teachers through Program Model Learning Opportunities

Bridging The Findings

The secondary findings in my research serve as support for the primary finding. Throughout this chapter, data collected from interviews, focus groups, and syllabi reinforced the secondary findings:

   a.   Pre-service teachers who participate in program models that use specific learning

         opportunities to take up the notion of language subjectivity and the importance/role of

an emergent bilinguals' use of their home language appear to develop the KSDs to enact the same in classrooms.

b. Pre-service teachers who participate in program models with specific opportunities to learn about the endemic nature of privilege and oppression, with clinical experiences that include a large number of EBS, appear to develop the KSDs to enact strategies that create change for linguistically diverse classrooms.

c. Pre-service teachers who participate in program models with specific opportunities to learn how curriculum offerings can reproduce systems of oppression appear to develop the KSDs to enact oppression opposing practices in linguistically diverse classrooms.

The secondary findings join to support the primary finding: Differences in program models shape pre-service teachers' opportunities to learn the KSDs required for working with EBS, which in turn, determines what they enact in classrooms frames this chapter. This finding serves as a bridge connecting the program model experiences of pre-service teachers and their student teaching experiences. These findings remind us that just as those who build bridges must balance forces, those who influence pre-service program model design must also balance forces.

The voices and powers that influence the KSDs deemed necessary for working with emergent bilinguals. Forces make things move, but they also hold things still. Holding firm inclusive ideology, one that is integral to all three program models, helps pre-service teachers resist exclusive mainstream practices. "Moving" is a necessary KSD for transforming a passive classroom, one that ignores or suppresses the individual needs of students, particularly emergent bilinguals, to an active, motivating, and differentiated classroom. This type of movement was a priority for participants in all three program models and will help pre-service teachers create

opportunities for student voice and empowerment. The findings also suggest that program designers regardless of pre-service model, must balance the tension and compression to bridge the gap between learning opportunities and teaching enactment so pre-service teachers KSDs necessary to teach EBS.

The findings of this research project indicate that the Knowledge, Skills and Dispositions (KSDs) useful for teaching EBS should ground program models. "No assemblage of ideological practices and meanings and no set of social and institutional arrangements can be totally monolithic" (Apple, 1995, p.85). At the same time, the vast voices and needs of all students are often drowned in political and institutional traditions. Although these transformational KSDs go against the tide of established practice, attention and effort toward their development and implementation is imperative. This is important because there must be opportunities for pre-service teachers to develop the KSDs that appear to lead to transformational enactment in the classroom. The link between program model learning opportunity and enactment was evident in four ways: expanded and narrowed differentiated instruction, explicit and implicit curriculum coverage of ways to develop KSDs beneficial for emergent bilinguals, immersion and isolation clinical experiences, and traditional and alternative ESL certification routes.

Expanding and Narrowing Differentiated Instruction

This study suggests participants from different program models held different ideas about the realistic aspects of differentiated instruction. The Traditional Model participants appeared most skeptical. Perhaps because of their exposure to diverse learners delivered through survey style coursework. The attempt to expand content coverage supports the findings of De Oliveira and Shoffner (2009) who posit that this perspective permeates pre-service programs as content-area teachers prepare for EBS under the umbrella of "teaching diverse students." Rather than an

all-encompassing feeling of preparation, in this study, Traditional Model participants were more likely to consider differentiated instruction "unrealistic." They, however, quite open to the idea of teaching all students and teaching in diverse settings revealing accepting ideologies and mindsets. Hutchinson (2013) argues that educators are, overall, not prepared to face the realities and complexities of diverse educational settings. Perhaps this is not because of lack of coursework geared toward diversity and differentiated instruction, but rather a lack of depth.

Student Selected Add-On participants and Intentionally Integrated participants felt much more confident with the realities of differentiated instruction. However, their view on how to enact differentiation was limited to that for emergent bilinguals. The Student Selected Add-On participants offered strategies for differentiation that were innate and reflected the study of DelliCarpini (2008). DelliCarpini (2008) looks at education of EBS from the perspective of a teacher educator.

Program Curriculum: What is on the Surface and What Lies Beneath?

Findings also revealed program syllabi reflect what is explicitly covered, but not necessarily the implicit curriculum of each program model. All participants from every program models were, to an extent, in line with emphasizing the specific emergent bilingual KSDs through specific approaches such as the incorporation of class texts. Research shows this to benefit the pre-service teaching mindset and confidence for working with emergent bilinguals within all content areas (Diaz, Whitacre, Esquierdo, Ruiz-Escalante, 2013).

While the findings from this project confirm earlier research addressing a necessity for the implicit building of cultural competence not only through emergent bilingual exposure, but they also point to the need for reflection and discussion following that exposure (He, 2013). In

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other words, surface level confidence should be anchored in cultural competence, which this study suggests can be achieved by tying together the clinical experience classroom and the methods classroom. The findings also reveal that the Intentionally Integrated Model includes both explicit and implicit privileged coursework related to the development of pre-service teachers' KSDs and beneficial for teaching EBS; however, it was also found that tension related to the uneven balance of voices outside of EBS was present.

Pre-Service Teacher Preparation: Do They Sink or Swim?

The word "sink" is often associated with drowning, a helpless feeling of surrendering to a larger power. In this study sinking is associated with giving up emphasis on content or the diverse needs of learners other than emergent bilinguals for the sake of immersion. Coursework and clinical experiences for the sake of emergent bilingual immersion in the Intentionally Integrated Model may be one cause of frustration or helplessness for those in the model who sense exclusion. Conversely, findings of this study echo previous research regarding the positive, transformational power immersion can have in influencing the KSDs of pre-service teachers (Olson & Jimenez-Silva, 2009).

A program model that immerses pre-service teachers in emergent bilingual experiences brings about a disposition of comfort and confidence for teaching this group. Jimenez-Silvia, Olson & Jimenez Hernandez (2012) argue that a significant factor in improving the instructional practices for ELLs is pre-service teachers' confidence in their ability to teach ELLs successfully in the classroom. Although the ambiguous word "confidence" may not seem like an essential KSD for teaching emergent bilinguals, without it, a negative disposition of ambivalence may replace it. Previous research suggests this ambivalence may come from the belief that ELLs are not the responsibility of general education pre-service teachers (Reeves, 2006).

The research question asks pre-service teachers to consider what KSDs they found useful for teaching EBS. Although ambivalence toward emergent bilinguals was not an attitude found in any program model, perceptions about the importance of home language varied. Hutchinson, M. (2013) conducted a study that exposed pre-service teachers to clinical experiences with ELL students and measured their changes in perception. Data revealed increased acknowledgement of pre-service teachers regarding the benefit of native language instruction used to scaffold learning for EBS (Hutchinson, 2013). Until personal connections are made, it is easy to see home language as a problem rather than a right. Immersion has influence; sinking can be positive.

Balancing Integration of KSDs and Certification Waves

Previous research noted that Institutions of Higher Education (IHEs) offer varying routes for pre-service teachers to improve KSDs related to emergent bilingual students. The Student Selected Add-On Model offers ESL certification in addition to certification in another content area. This research project presents findings on traditional prepared pre-service teachers who opted to take this route instead of numerous alternative routes (Franco-Fuenmayor, 2013) ending in the same certification. A study by Kee (2012) found that ESL certification through a fast-track or alternative route typically includes fewer types of educational coursework and shorter clinical experiences leaving teachers feeling less prepared than candidates who obtain ESL certification through traditional programs. These alternative, fast-track routes, could have one of several effects on the program models studied: Perhaps these fast-track routes contribute to the perceived devaluation of the program model that the Student Selected Add-On group felt. Second, maybe the alternative routes contribute to the Student Selected Add-On Model participants' frustration with the mainstream culture idea that anyone can teach ESL without training. Or, perhaps fast-track routes have contributed in a positive way, functioning around the philosophy that some

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exposure to EBS through clinical experiences and coursework is better than none. This study adds to the previous research in spotting the inconsistent rise and fall of teacher candidates' preparation even within groups achieving the same certification.

One of the major findings identified in this study was the difficult balance of preparing pre-service teachers with both the deep and wide KSDs, needed to work with EBS. The data in this study suggests all those who play a role in designing these program models had to navigate this balance. The Intentionally Integrated Model participants voiced concern about which aspects of their program were overlooked because of the extensive attention given to preparation for teaching EBS. Similarly, Baecher, Fransworth & Ediger (2014), examined the challenges of planning language objectives in content-based ESL instruction. Their findings suggested that struggle for equal attention when integrating content and language instruction is typically negotiated through collaboration of the ESL specialist and the content area teacher. The authors of that study argued that content area instruction and goals typically hold more weight in these negotiations. The findings of this research suggested an opposite experience for the Intentionally Integrated Model as participants expressed ESL preparation outweighing other content areas.

Each program model examined in this study highlights the opportunity to interrupt and improve the oppressive aspects of the cycle while at the same time recognizing that positive change and transformation clash with entrenched educational practices and political attitudes. Furthermore, an essential aspect of this study's findings is the institutional and societal structures shape the KSDs deemed necessary to support all students including emergent bilinguals.

This chapter shined a spotlight on those attributes of the Intentionally Integrated, Student Selected Add-On, and Traditional Models considered beneficial for emergent bilingual support and puts forth the primary finding that differences in program models shape pre-service teachers'

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opportunities to learn the KSDs required for working with EBS, which in turn, determines what

they enact in classrooms. Based on the experiences and ideas of pre-service teachers, methods

course professors, and methods course syllabi, findings revealed not only the perceived successes

and failures of those who design programs models' ability to offer learning opportunities to pre-

service teachers for teaching emergent bilinguals, but also the uncharted territory of negotiating

which KSDs are most valuable and important, and ensuring that pre-service teachers have the

confidence to enact these KSDs in their classrooms.

The choices surrounding how we prepare pre-service teachers for supporting the needs of

emergent bilinguals, and the views about what program attributes are beneficial can be better

understood when examining the decisions and the voices of the pre-service teachers using

Critical Theory. In doing so, we discover opportunities to guide teacher educators, teacher

preparation programs, teacher education policy, and teacher education research. These

opportunities are outlined in Chapter Five.

Chapter 5:

Conclusions and Implications for Teacher Education Practice, Policy, and Future Research

Teacher educators who design preparation programs face numerous challenges. These challenges include, but are not limited to political influences, budget, time constraints, the incorporation of best practices, and pedagogical content knowledge, as well as addressing the diverse voices and needs of PK-12 students. These challenges, undergirded by a perpetual cycle of mainstream social and cultural views (Kincheloe, McLaren, & Steinberg, 2011), complicate the task of providing pre-service teachers the opportunity to develop knowledge, skills, and dispositions (KSDs) beneficial for supporting emergent bilingual students.

This dissertation investigated the ways program models help pre-service teachers form the KSDs beneficial for teaching EBS. Specifically, the research question asked: **Within the context of three broadly-conceived models of teacher preparation coursework, what attributes of which models do pre-service teachers consider beneficial in their ability to support the needs of emergent bilingual students in their classrooms and why?** The findings that emerged from studying the experiences of pre-service teachers and methods class professors can inform teacher educators, future teacher preparation programs, teacher education policy, and teacher education research.

The primary finding: **Differences in program models shape pre-service teachers' opportunities to learn the KSDs required for working with emergent bilingual students,**

which in turn, determines what they enact in classrooms was built from three attendant findings:

   a. Pre-service teachers who participate in program models that use specific learning opportunities to take up the notion of language subjectivity and the importance/role of an emergent bilinguals' use of their home language appear to develop the KSDs to enact the same in classrooms.

   b. Pre-service teachers who participate in program models with specific opportunities to learn about the endemic nature of privilege and oppression, with clinical experiences that include a large number of EBS, appear to develop the KSDs to enact strategies that create change for linguistically diverse classrooms.

   c. Pre-service teachers who participate in program models with specific opportunities to learn how curriculum offerings can reproduce systems of oppression appear to develop the KSDs to enact oppression opposing practices in linguistically diverse classrooms.

This chapter offers conclusions and implications from this research First, I use the Circuit of Cultural Production (Apple, 2005) to present the theoretical implications of a program model that intentionally integrates the learning opportunities for KSDs beneficial for EBS. Then, I identify the practical implications of the findings as they relate to teacher educators, teacher preparation programs, and teacher education policy. I conclude this chapter by addressing areas for future research.

The Value of Preparation Programs that Intentionally Integration of Knowledge, Skills, and Dispositions to Interrupt the Circuit of Cultural Production

Three tenets of Critical Theory provide the foundation for this study and are referenced throughout the dissertation. Those tenets are: 1.) Language is central to the formation of subjectivity 2.) Privilege and oppression are endemic in nature, and 3.) Mainstream research practices are often implicated in the reproduction of systems of class, race, and gender oppression (Kincheloe, McLaren, & Steinberg, 2011). The findings in Chapter Four stem from the tenets. One's conscious and unconscious awareness of their language subjectivity implies that mainstream society forms views and opinions of people based on language. Used as a lens, this tenet spotlights the historical ideology and foundational teachings in Institutions of Higher Education (IHEs) and, in turn, the experiences provided to pre-service teachers. It also provokes questions about pre-service teacher dispositions toward EBS and their ability to see the value in, and advocate for, the incorporation of home language and home culture in the classroom as supported by the Additive/Subtractive Bilingual Model (Cummins, 1994). The tenet of language subjectivity also investigates whether or not pre-service teachers have the skill to determine the English level of EBS and distinguish their unique needs from other diverse learners. In this study, in all three program models, pre-service teachers had the opportunity to reflect on beliefs about their own knowledge, skills and dispositions (KSDs) related to this tenet. University professors also had the opportunity to reflect on the learning opportunities they offered to support development of these KSDs in their methods classes. The findings illustrate how pre-service teachers' learning opportunities around language subjectivity connect to how they enacted those KSDs during their placement. The learning opportunities were both embedded and isolated. Let's examine the connection between learning opportunities and replicating or resisting the cycle of oppression for EBS.

The Detriment of Isolation

During interviews and focus groups pre-service teachers in all program models recounted what they thought were meaningful aspects of their preparation and what they determined was "missing." Their accounts reflected my phenomenological approach to try and "capture" both the lived experiences and consciousness as well as the underlying societal structures of the "not now" (Van Manen, 2015, p. 368). Each of the participants expressed their opinions about the amount, specifics, and importance of opportunities to gain the KSDs related to EBS. Their conscious awareness of language subjectivity revealed much about that which appeared subconscious leading to the attendant conclusion that the: *Conscious and subconscious exclusion of intentionally integrating the learning opportunities useful for teaching emergent bilingual students in program models replicates rather than resists the oppression of emergent bilinguals in mainstream classrooms*.

I reiterate what Elizabeth from the Traditional Model expressed. To emphasize this conclusion, Elizabeth stated that unless she had a special education teacher in the classroom, she would not be confident in reaching EBS. She consciously concluded that teaching emergent bilingual students was not something she felt prepared to do, and subconsciously jettisoned her responsibility to the special education teacher. In Chapter Two of this study, I connected this common inadequate understanding of mainstream teachers to the Basic Interpersonal Communication Skills (BICS) verses Cognitive Academic Language Proficiency (CALP) models (Cummins, 1997). This knowledge of metalinguistic awareness is also identified as a KSD beneficial to meeting the needs of EBS in the KSD charts found in Chapter One, Chapter Two, and Chapter Four of this dissertation. In the end, this absence of her having an opportunity to acquire that KSD may have potentially caused Elizabeth's to contributing to the overrepresentation of emergent bilingual students in special education (Cummins, 1997).

Conversely, Lya from the Student Selected Add-On Model spoke about having an additive perception of ESL. She said her goal was not for EBS to become monolingual English speakers, but to have, instead, a life in any English speaking country. By consciously expressing knowledge of the Additive Bilingual Model (Cummins, 1994) detailed in Chapter 2, Lya subconsciously resisted mainstream views and opinions of language. Her program model learning opportunities provided her more than a surface level understanding of language acquisition and the importance of home language and home culture, allowing her to enact beliefs about language and advocate for emergent bilingual students. This participant's ability to enact knowledge and dispositions is exhibited in the Chapter Four KSD chart.

Thus, conscious and unconscious attention to gaining KSDs related to the teaching of EBS resulted in prevalence of language subjectivity in isolated rather than integrated pre-service coursework addressing emergent bilingual students.

KSDs: The Missing Pieces of Intentional Program Integration

Critical Theory explores the endemic nature of privilege and oppression in society and postulates that certain groups in any society are privileged over others. Reasons for this privileging vary, but oppression is most often reproduced when subordinates accept their social status as natural, necessary, or inevitable (Kincheloe, McLaren, & Steinberg, 2011). This tenet supports this study's conclusions found in the sliding scale of power, voice, and privilege of EBS in the ideology and practice of pre-service teachers. In the three different program models, during the interviews and focus groups, and through the content analysis of methods class syllabi, ideology and metalinguistic awareness were investigated using the Task Difficulty Model (Cummins, 1986, 2000b). It provides a framework for understanding how incorporating home language context-embedded activities opens the door for emergent bilingual voice through

active participation. Participants from the Intentionally Integrated Model revealed an innate

awareness of how to incorporate differentiation, context-embedded activities, and other specific

skills that set the stage for emergent bilingual inclusion in the classroom. Yet, knowledge of the

importance of these skills faded when these same participants found themselves underprepared to

teach mathematics, social studies, and science. This is shown in the KSD chart in Chapter Four

where the differentiation skills of participants from this model are present, yet ability to give

proper feedback to EBS in all content areas (Metalinguistic Awareness) is absent.

These findings support the following conclusion: *Intentional integration of learning*

opportunities useful for teaching EBS is not fully effective when it is implemented at the cost of

the voices and learning opportunities attached to specific content areas. This conclusion

reinforces the challenges of having program balance. Even when a program model is supported

monetarily with a unified mission of supporting EBS complete and total integration was difficult.

The conscious attention and excitement of preparing pre-service teachers with opportunities to

gain the KSDs useful for teaching emergent bilingual students can lead to overlooking how they

are integrated across content areas.

Placed on the broader sociopolitical scale, using the Circuit of Cultural Production

(Apple, 2005), it is easy to illustrate how these types of program models can simultaneously

reproduce dominant relations and also be an arena for counterhegemonic possibilities (p.15). As

referenced throughout this dissertation, "There is a circuit of cultural production with three

moments: production, circulation, and reception…each can be the subject of concrete

interventions and interruptions" (Apple, 2003, p. 14). The two models shown here illustrate

reproduction and the resistance of the Circuit of Cultural Production (Apple, 2005) within the

context of pre-service programs and EBS. Figure 5.1 illustrates the oppressive cycle of emergent

bilingual outcomes and ways in which program models can interrupt the cycle. The first circuit

shows the underlying tenet of Critical Theory, language subjectivity, mirrored in institutions like

IHEs (production). The next two sections of cycle show practices of program models that accept

mainstream language subjectivity culture (circulation). The final portion of the cycle exhibits the

EBS oppressive outcome of replicating rather than resisting and starting over again with

language subjectivity in IHEs (reception).
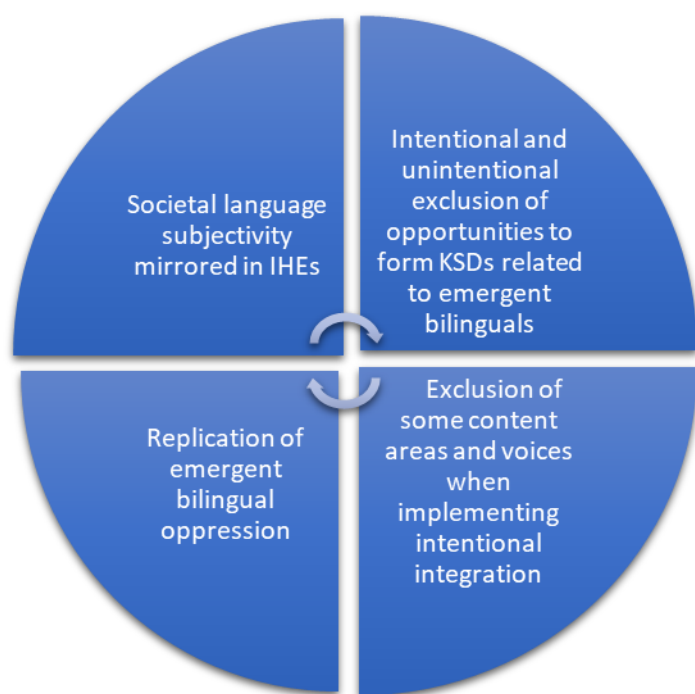
Figure 5.1. The Circuit of Cultural Production (Apple, 2015) Within the Context of Pre-Service Programs and EBS

The second model begins the same way as the first, with the mainstream views of

language mirrored in IHEs. The next two sections, however, show the ways in which

opportunities to form the KSDs from each program model can interrupt the cycle. Apple (2005)

writes that this interruption "is accomplished not only through acceptance of hegemonic

ideologies, but through opposition and resistances" (p.23). The oppositions in these sections

interrupt the oppressive outcome for EBS as shown in the final section.
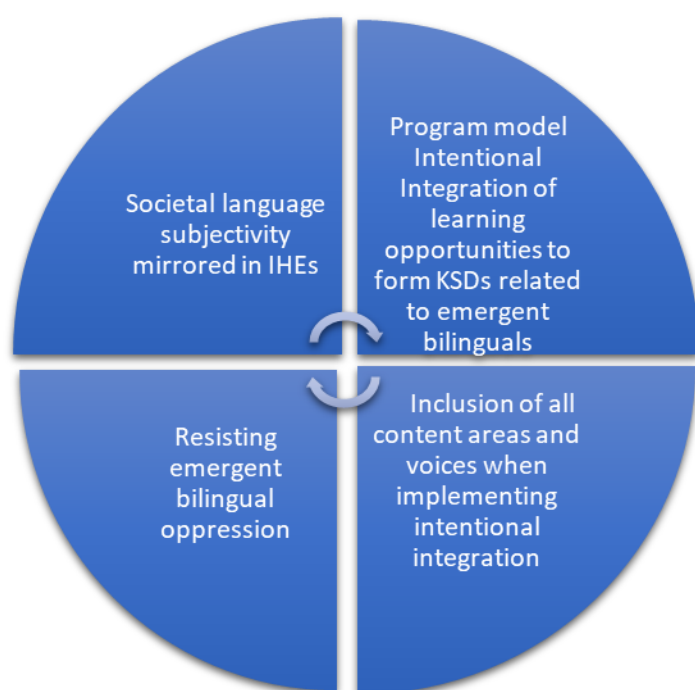
Figure 5.2 The Circuit of Cultural Production (Apple, 2015) and the Interruption of Pre-Service Programs

The reproduction and transformation of the Circuit of Cultural Production (Apple, 2005),

as it relates to emergent bilinguals has implications for practice. While often included in various

ways in program models, methods coursework is compartmentalized and not always clearly

integrated with learning opportunities useful for teaching emergent bilinguals. Pre-service

teachers should engage in program models that use specific learning opportunities to take up the

notion of language subjectivity, participate in settings with a large number of emergent bilingual

students, connect clinical experiences to coursework, and enact oppression opposing practices in linguistically diverse classrooms.

Implications for Teacher Educators, Preparation Programs, and the IHEs that Support Them

The findings and conclusions for this dissertation presented implications for pre-service program models, in particular the ways in which pre-service program models resist and replicate the cycle of oppression for EBS. This snapshot of pre-service program models can provide implications on a broader level. In particular, pre-service teachers who have learning opportunities beneficial for meeting the needs of EBS integrated throughout their program model may enact EBS beneficial KSDs in their clinical placements and future job placements. The following discussion details how intentional integration on all levels informs teacher educators, teacher preparation programs, teacher education policy, and future teacher education research.

Implications for teacher educators. Results of this research project have implications for the preparation of teachers, in particular how pre-service teachers' specific emergent bilingual related learning opportunities lead to enactment of KSDs in the classroom. This assumption lays the groundwork for further insight into what intentional integration of KSDs useful for teaching EBS ideally looks like in program models.

Teacher Educators provide the learning opportunities related to teaching EBS. At times teacher educators are an integral part of program model design. Conversely, methods classes may be taught by adjunct instructors with little to no say in the content of methods class syllabi, or how the classes fit in the grander scheme of the program. This implementation of intentional integration requires certain understandings about the importance of providing these opportunities in coursework. Considering the influential role of instructors, it is important to examine how the

experiences of pre-service teachers and methods class instructors from program models, along with the methods class curriculum, advise both teacher educators and pre-service program models. This will require teacher educators to integrate clinical experiences with emergent bilingual populations, provide reflective learning opportunities before and after these experiences, and implement texts and activities addressing the specific needs of EBS.

Teacher education programs for emergent bilingual students. Until pre-service teachers are fully and personally immersed with emergent bilingual students, instructional approaches and examination of ideology are not fully real or realized (Olson & Jimenez-Silva, 2009). During the interviews with pre-service teachers a wide range personal experiences was articulated. These experiences included varying levels of comfort and preparation with enacting specific learning strategies. There was also variation in levels of awareness of the social and cultural marginalization of EBS and known strategies to create change.

Presence or prevalence? What differed in the learning opportunities of the program models were the strategies used to connect students with emergent bilingual beneficial KSDs. While the program designers of the Traditional Model participants identified emergent bilingual preparation as a weak area in the program and incorporated texts to remedy the absence of preparation, the Student Selected Add-On Model and the Intentionally Integrated Model participants experienced a plethora of both exposure to emergent bilingual students in the clinical experiences and intentional curriculum connection to these experiences. This fact strongly suggests that exposing pre-service teachers to high emergent bilingual populations, as well as connecting these clinical experiences to methodology through texts and discussion is effective for developing learning opportunities needed to enact change in the classroom for EBS. Additionally, this fact suggests that while incorporation of texts addressing the KSDs needed for

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working with EBS provide a valuable learning opportunity, there is a disconnect between this specific opportunity and their ability to enact the same in the classrooms exists. These suggestions form the notion that presence of learning opportunities in place for developing KSDs is not enough to give teachers confidence to enact those KSDs in their student teaching placements. Rather, prevalence of learning opportunities for KSD development throughout the coursework of pre-service teachers must replace presence in order to foster undeniable confidence for enactment of KSDs.

Practiced and practical differentiation. It is often difficult for content area teachers to incorporate even the voices of mainstream cultures into their lessons (Dellicarpini, 2008). Even more difficult is creating ways for emergent bilingual choice and voice to be present. Differentiation instruction provides a mode for emergent bilingual inclusion in the classroom. Pre-service teachers expressed various views about differentiated instruction. While the Intentionally Integrated Model participants viewed differentiating for emergent bilinguals as an innate ability, the Traditional Model participants saw it as difficult and slightly unrealistic. Conversely, the Intentionally Integrated Model participants viewed their ability to differentiate as exclusive to emergent bilingual students, while Traditional Model participants considered each of their students. Student Selected Add-On participants fell somewhere in the middle of the three models with both their comfort level and the number of students they considered needed differentiating. This finding suggests that pre-service teachers should have methodological instruction on both reasonable, consistent differentiation strategies, and specific strategies for all different types of diverse learners.

Balancing intentional integration. In light of the implications for the immersive clinical experiences connected with class discussion, as well as the amount and type of differentiated

instruction methodologies, it is necessary to reconsider the question of balance suggested throughout this study. Research reveals that perception of marginalized groups changes with exposure (Hutchinson, 2013). As applied to emergent bilinguals, until personal connections are made, it is easy to follow mainstream thinking and view home language as a problem rather than a right. Considering this scholarship, the notion of immersive emergent bilingual clinical experiences is not only emphasized, but also stresses clinical experiences exposing students to other marginalized groups (races, classes, gender, etc.). Observed at times in the Intentionally Integrated Model participants was the inability to think outside of KSDs useful for emergent bilingual instruction. The same sentiment was voiced by participants from the Intentionally Integrated Model when it came to preparedness outside of the content area of literacy. Thus, program models implementing the worthy task of intentionally integrating KSDs beneficial for EBS must work especially hard to "bring to the center" (Banks, 2006) all voices in particular those working to change the Cycle of Cultural Production (Apple, 2005) from a different angle.

Ideology explored as a pathway to empowerment and voice. Research is clear: ideology influences practice (Dellicarpini, 2008; Olson & Jimenez-Silva, 2009; Bordan, 2014). The concept of empowerment was a central focus in the methods classes of all three program models, studied, especially the Traditional Model syllabi. This intentional integration of student voice and empowerment set the stage for culturally conscious participants at this particular IHE. The expressed beliefs and attitudes of the participants were overall inclusionary and open-minded. Given this fact, the question of whether or not participants were able to enact characteristics of motivating classrooms in their placements was addressed. Although the empowering learning opportunities were present in methods classes, the ability to enact learned KSDs in classrooms, particularly for EBS, was inconsistent. Thus the findings of this study

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suggest implementation of ideological learning opportunities in pre-service coursework is two-fold. Teacher preparation programs and teacher educators must not only consider incorporation of addressing beliefs, attitudes, and biases in the coursework of pre-service teachers, but also how to strengthen the practicality of putting transformational ideology into practice for emergent bilingual students and other marginalized groups.

This research also reveals a variety of factors that are emphasized and minimized in program models supported by the notion of the explicit, implicit, and hidden curriculum (Eisner, 2002). The current climate in the United States of America both explicitly and implicitly reflects the deprofessionalization of teachers (Wennstrom, 2016). Therefore, a priority for IHEs is to create a sense of value for their pre-service teachers, not only through support and connection during their time at the IHE, but also by promoting the valuable work they will do upon graduation and entering the workforce. Findings from this study provide evidence that, pre-service teachers should feel valued in their program model, and be motivated by the importance their future work. These explicit messages not only attract pre-service teachers, but create transformation in K12 schools. The findings further revealed that participants in the least populated program model both in the study and in the School of Education, The Student Selected Add-On Model, reported sentiments of exclusion from the IHE, similar to the societal devaluing of EBS that this program model was preparing to teach. This finding suggests the need for further research to examine the role of IHEs as transformational agents of teacher education programs.

Practical steps for pre-service programs. As those who have a hand in designing and developing program models consider this research, the opportunity for implementing both small and large program changes emerges. All program models target a need for pre-service teachers

who are well prepared within the logistics of policy, time, and instructor availability. This research lays out a timeline of how English Only ideology has crept into the classroom and has had a lasting effect on what is and is not privileged in the curriculum of pre-service teachers. Although under preparation of pre-service teachers for EBS is acknowledged in research and remains a concern for teacher preparation programs, the oppressive outcome for the linguistically diverse remains the same. Therefore, the question arises: How can program models address policies such as shortened credit requirements, expose pre-service teachers to the diverse needs of all students, ensure confidence in content knowledge, and, at the same time, create deep, meaningful learning opportunities, rather than general, shallow, learning opportunities leading to low ability to enact KSDs?

This question is multifaceted and complex, those who influence program model design can take measures to ensure progress. Those who have influence in program model curriculum must consider which of the three models- Traditional, Student Selected Add-On, or Intentionally Integrated- their program model most closely represents. Most program models represent a variation of the Traditional Model. Practical steps for these program models include investigating initial or further field experiences or exposure to EBS, seeking professional development for faculty in order to provide the reflective learning opportunities connecting class texts, field experiences, and pre-service teacher ideology. Those who design "Add-On" program models must consider ways in which these smaller groups of pre-service teachers can experience the camaraderie and inclusion that comes from larger cohorts. Finding creative ways to attract students to "add on" and deepen pre-service experience in a world of competitive sprinting for educator licensing remains both a challenge and an opportunity for these programs. Finally, those who are part of program design for programs that already intentionally integrate learning

opportunities for developing KSDs beneficial for teaching EBS, must take deliberate steps to consider how content areas outside of literacy are being pulled into the conversation and the integration movement. Additionally, the diverse needs of marginalizes groups other than EBS must not be pushed aside, or valued as less important, rather, intentional integration of learning opportunities useful for developing KSDs for these groups must receive the same attention and distinction as the learning opportunities around EBS instruction.

Implications for Teacher Education Policy

Public institutions are microcosms of society. As such, they mirror the policies and ideologies of society; a notion that contributes to the cyclic nature of education detailed both throughout this chapter and study as a whole. The pronounced role of educational policy in the lives of emergent bilingual students has largely been oppressive (Macedo, 2000). The origins and history of English Only policies in education are depicted in Chapter 1 of this study. Mainstream society acceptance of these policies influence IHEs and, in turn, the preparation of pre-service teachers. With concern for emergent bilingual education in forefront, the intentional and unintentional dismissing of the KSDs beneficial for teaching EBS cannot continue. Rather, all pre-service teachers should enter student teaching placements, and job placements with the confidence to enact developed KSDs beneficial for teaching emergent bilinguals. Implications of this research drawn could potentially inform and develop confidence and professional practice imperative for future educators. Policies that value bilingual education through funding and job creation, and that mandate teachers become educated on differentiated instruction for language proficiency levels will help to dismantle the English Only ideology found throughout the educational system.

This study infers that the teacher education policy often directly conflict with the transformational practices pre-service program models are capable of integrating. The inconsistency between democratic ideals within our society and educational practices within our schools (Banks, 2004) has direct consequences for both pre-service teachers and emergent bilingual students. Founded by the English Only movement and perpetuated by acts such as No Child Left Behind, current policies support the idea that home language does not belong in mainstream classrooms, and that bilingual education does not improve English language acquisition. Subsequently, these policies overlook the fact that pre-service teachers must have better preparation for EBS (Macedo & Bartolome, 2014). Research is expansive and clear: teachers in U.S. schools are underprepared to teach the growing population of emergent bilinguals (Hooks, 2008; Giambo, Szecsi & Manning, 2005). Yet, the endemic nature of privilege and oppression still undergirds educational policies impacting this group. In order for change in The Cycle of Cultural Production (Apple, 2005) to occur, policy makers, educators, and pre-service teachers must look beyond themselves and advocate for the linguistically diverse. This activism can more easily and frequently occur when injustices in current structures are revealed (del,C.S. 2008). Thus, we need policies that are less restrictive and instead open the door for those who have a hand in program model design to accept and implement counterhegemonic ideologies into the coursework of pre-service teachers.

Unfortunately solutions in activism and advocacy seem small and inconsequential to the dominant views influencing policy. At times, the emancipatory political work of policy makers and educators feels futile especially when placed on the broader spectrum of the Circuit of Cultural Production (Apple, 2005). Yet, as identified previously in this study "no assemblage of ideological practices and meanings and no set of social and institutional arrangements can be

totally monolithic" (Apple, 1995, p.85). Transformation and momentum occur through the critical conversations had in methods classes. Transformation and momentum occur when pre-service teachers connect what they are seeing in the lives of students with both the injustices of Critical Theory and the solutions policy changes offer. Empowering pre-service teachers who then have the opportunity to empower emergent bilinguals by further informing policy makers, lies in the hands of the learning opportunities created by IHE's and program models. Thus teacher educators and PK12 educators must set an example as political advocates for their students in their daily lives through conversations with representatives and "create a sense of collectivity that exacerbates a sense of isolation and passivity" (Apple, 2005, p. 76).

Implications for Future Teacher Education Research

The findings from this dissertation present various areas of consideration for future research. A primary area for further examination is the issue of intentional integration. Needing further investigation is the research question: How can program models intentionally integrate learning opportunities beneficial to EBS without sacrificing the important voices of other marginalized groups, or the necessity of content mastery? To answer this question, the important learning opportunities for KSDs beneficial to other aforementioned groups would need to be researched in a similar setting with the same level privilege given to the KSDs beneficial for teaching emergent bilinguals that this study gives. Although the Traditional Model participants and Methods Professor, along with the Math Methods Professor from the Intentionally Integrated Model provided a glimpse of the essential opportunities to develop KSDs outside of emergent bilingual preparation, further participation of the diverse voices that design program models is needed to provide a complete picture.

The findings from this dissertation also serve as a call for future research regarding how traditional teacher education programs can better meet the needs of EBS given policy and time constraints and the difficult task of finding faculty fitting the diverse needs of programs and with background in EBS instruction. This dissertation puts forth research confirming the importance of incorporation of home language and home culture affirmation as aspects of EBS instruction. This same practice of bringing backgrounds and beliefs to the center of the curriculum must be present in pre-service coursework in order to model voice and empowerment as central aspects of pedagogy. Prompted by this claim is the research question: What role do coursework models shaped by diverse clinical components followed by reflection and discussion have in increasing confidence of pre-service teachers to enact confidence and inclusion in their student teaching placements? Further research is needed investigating the trickle effect of reshaping pre-service programs into more reflective models where teacher educators use each other's areas of expertise and together with pre-service teachers discuss and reflect on clinical experiences, and class text connections to ideology and past experiences.

Another future area of research prompted by this study is the research question: What are the confidence levels of content area teachers to enact KSDs gained from learning opportunities that are beneficial for teaching EBS? This research line would be especially relevant when less attention on content is provided in exchange for more attention to pedagogy and/or earlier clinical experiences occurs. Coursework balance was a reoccurring theme in both the Intentionally Integrated Model and the Traditional Model. Participants from both models felt inadequately prepared in one area as a direct result of overemphasis in another area. Broadly speaking, a study could investigate program models similar to these models at separate IHEs where coursework balance tips in different directions from what was used in this study.

A prominent finding was the sentiment of rejection or devaluation of the Student Selected Add-On participants from the School of Education and, to some degree, the IHE. Further research is needed on whether or not early exposure and greater emphasis on the benefits of "adding on" would reduce isolation sentiments and increase participation in Add-On models; specifically those geared toward creating learning opportunities for KSDs beneficial for marginalized groups. Thus a research question warranting investigation is: How does early exposure to Add-On models play a role in pre-service teacher program model selection?

An additional area of future research explores more research on how pre-service teachers carry their developed KSDs beneficial for teaching EBS into their future job placements is needed. This research has the capacity to inform those who have a hand in implementing the Intentionally Integrated Model coursework, and those who seek to use the model as an example for other program models.

Finally, the conclusions drawn from the study call for a unified vision of all those involved in dismantling the oppressive nature of the Circuit of Cultural Production (Apple, 2005) for emergent bilingual students. Yet there is an absence of research on how mainstream thought, IHEs, those who design pre-service programs, and those who implement pre-service programs interact to create learning opportunities. During the interviews with methods professors from each of the program models, different levels of perceived autonomy regarding the methods curriculum were communicated. In addition, different levels of disconnect to the outlined KSDs of the program model were conveyed. Thus a research question needing further investigation is: How do those who have a hand in designing the essential opportunities for developing KSDs of program models and those who actually implement the learning opportunities work to perpetuate or dismantle oppression?

Concluding Statements

The early 1900s educational reformer John Dewey believed that teacher dispositions have an effect on student achievement, and nurturing reflective dispositions is an essential ingredient for improving teaching practice over time (Crockett, 2004). This philosophical belief provides a foundation for the slow but steady, long but worthwhile process of change in pre-service teacher dispositions through learning opportunities intentionally integrated in program models. This foundation then offers support for the empowering, transformative masterful the classroom experience these teachers can become.

Throughout this study, a picture of the connection between pre-service program model learning opportunities and pre-service ability to enact KSDs beneficial for teaching emergent bilingual students has been painted. The background of this picture displays all of the societal, cultural, and institutional influences shaping the dispositions of pre-service teachers. Closer to the subject, this study has painted the learning opportunities derived from methods class curriculum and clinical experiences of three specific program models as they relate to the teaching of EBS. Finally, the subject, the focal point- inclusion of emergent bilingual students in mainstream classrooms, is situated in the broader context of the overall design.

This picture is complex. The oppressive cyclic nature of education for emergent bilinguals must be addressed with thoughtfully, deliberately, and with transformational intent and ideas. The solutions for change cannot be rushed. At the same time, the solutions are of upmost importance. Just as each dark hue in a painting adds to the overall oppressive tone, each addition of bright colors works to change the design and final result. As it relates to program models, a systematic approach is more effective than a sporadic one. Yet, no matter the approach, the mindset for change should drive each curricular decision. The program model

experiences of pre-service teachers have the potential to paint a new picture for the futures of

emergent bilingual students. To create this future, educators at all levels need to work together to

move background learning opportunities beneficial for emergent bilinguals to the front and

center as well as throughout each program model.

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Appendix A: Interview Questions and Focus Group Probes

Interview Question and Probes	Interview Question Context
1. What brought you into education? • Previous schooling • Familial or previous teacher influences	A way to consider background, beliefs, and biases of participant (Reeves, 2006)
2. Take me into your field experience settings. What were, or are they like?	Immersion has influence. Until pre-service teachers are fully and personally immersed with ELLs, preparation for ELLs is not fully realized (Hutchinson, M. 2013)
3. What are the strengths and weaknesses of your preparation for field experience? • Preparation for a career in education? • Prepared in some areas but not others?	Is voice and empowerment of ELLs overlooked here? The inability to meet the needs of ELL students is easily overlooked in schools that embody and favor the nativism of mainstream society over marginalized groups (Malsbary, 2014).
4. How have you experienced "diverse learners?"	Continuation of Question #3.
5. Has instruction geared toward ELLs been covered in your coursework and field experiences? • In what way? • Your comfort level? • Your personal experiences with ELL?	Are ELL exposure and instruction placed in the broader social, political, and economic context are needed for all pre-service teachers in order to bring the cultures of the linguistically diverse into the classroom through curriculum and positive teacher-student relationships?
6. In your opinion, what is the best way to prepare you to teach ELLs? • How important is it for your content area? • Why?	Continuation of #5

7. What techniques for instructing ELLs do you wish you knew?	Ability to speak about metalinguistic awareness Guenette, D. & Lyster, R. (2013)
8. How prepared are you to teach an ELL population? • What makes you feel this way? • What do you need more of?	Continuation of #7
9. Out of all the things we've talked about, what should I pay most attention to?	Opportunity for "what is missing" aspect of phenomenological research

Figure 3.1 The Preliminary Interview Questions and Ties to Research Problem and Question

Instructional Staff Interview Questions and Probes	Interview Question Context
1. Describe your relationship with the syllabus for this methods class. Did you create it? Did you have input in the process? How much or how little?	A way of analyzing the strength of the connection between the instructional staff interview and the syllabus being analyzed
2. Given your amount of input, what are some aspects of the syllabus or course in general that you feel are important to keep, or that you would like to change?	A way to consider background, beliefs, and biases of participant (Reeves, 2006)
3. Regarding this particular methods class, comment on the role of preparing students for English language learners.	Is voice and empowerment of ELLs overlooked here? The inability to meet the needs of ELL students is easily overlooked in schools that embody and favor the nativism of mainstream society over marginalized groups (Malsbary, 2014).
4. In what ways do you encourage ownership and autonomy of pre-service teachers? Are there ways in which you see this as being transferable to their future classrooms?	Ties to empowerment and voice definition (Fielding, 2001; Goodwillie, 1993; Levin, 2000; Nichols &Zhang, 2011)
5. Out of all of the things we have talked about, what should I pay the most attention to?	Opportunity for "what is missing" aspect of phenomenological research

Figure 3.2. The Instructional Staff Interview Questions and Ties to Research Problem and Question

Follow-Up Focus Group/ Individual Questions and Probes	Interview Question Context
1. I asked you to bring an object that was symbolic of • An overall feeling of working with ELLs • A moment of triumph or frustration while working with ELLs What did you bring and why?	Opportunity for "meaning to become experienced as meaningful" (VanManen, 2015).
2. Earlier this semester, I asked you what techniques for instructing ELLs you wished you knew. Can you recall what you said and whether or not it has changed?	Searches for a change in ideology or in metalinguistic awareness (Malsbury, 2014; Guenette, D. & Lyster, R. 2013)
3. In what ways do you give students the opportunity to actively participate or have ownership in classroom decisions? Is this easier to do with some students than others? Why or why not?	Ties to empowerment and voice definition (Fielding, 2001; Goodwillie, 1993; Levin, 2000; Nichols &Zhang, 2011)
4. What pieces of your preparation have been most beneficial for working with ELLs?	Searches for a change in ideology or in metalinguistic awareness (Malsbury, 2014; Guenette, D. & Lyster, R. 2013)
5. Out of all the things we've talked about, what should I pay the most attention to?	Opportunity for "what is missing" aspect of phenomenological research

Figure 3.3. The Follow-Up Interview Questions and Ties to Research Problem and Question

Appendix B: Details of the Pilot Study

Participants

An ELA cohort of twenty students was selected because of its relevancy to a part of my larger study. Being one of my supervisees was the only disqualifying factor for any of the members of the cohort; the rest of the students had no personal relationship with me. Thus, I had limited power relationships with any of the participants, creating an environment for authentic conversation. However, power relations to any degree, should still be highlighted as a limitation. Although only supervisor to three members of the cohort, I was recognized instructional staff, and I had to make a conscious effort to shift from staff mode to researcher mode as I conducted interviews. I read a recruitment script and had a consent form notifying the students that if they agreed to participate, they would be asked to discuss/share their personal experiences in their past methods classes and in their field experiences, their background, beliefs and perceptions about the foci of methods classes, beliefs and perceptions regarding preparation for career, views on importance of English language learner instruction, the connection between English Language Arts and English language learners, and beliefs about preparation for instruction of English language learners.

Data Collection

The ELA program consisted of pre-service teachers preparing to teach middle-high school students in the area of English Language Arts. At this point in their program, pre-service teachers were daily reporting to student teaching placements and met once a week for a seminar. The cohort was made up of both male and female students that were both traditional college age and older. Eleven pre-service teachers initially volunteered to be a part of the study. Nine pre-

service teachers completed the interviews. The interviews were conducted in a quiet, semi-private part of the university library. The participants were assured of the confidentiality of their answers through the use of pseudonyms, and their ability to withdraw from the study without consequence.

Preliminary Coding

Four of the nine interviews were selected to transcribe and code. The four were chosen because of the richness of conversation, the diversity of field placements, and the openness of interviewees about their ELL experiences. A conceptual framework was used to create categorical codes for first round coding (see Appendix C for first round codebook). Once the transcripts were sorted into their first cycle codes, a matrix was created for second and third round coding (see Appendix C for second and third round codebooks).

 Description, Analysis, and Interpretation

Wolcott (1994) suggests the three primary ingredients of qualitative research as being description, analysis and interpretation (D-A-I). The amounts and formula must not be taken too literally, and will vary for the differing purposes of studies. The formula also cannot account for everything since other materials find their way into academic writing. However, the D-A-I ingredients support and provide guidance for the writing of my qualitative study. I used a combination of the three in this dissertation as a guide for which should be emphasized in my research. The pilot study will serve as a framework for employing this method.

 In order to collect authentic and relevant perceptions from pre-service teachers, interviews were chosen as the data collection method. Semi-structured interviews were also selected because of their ability to bring to life the word "experience" found in both the

conceptual framework and the research question. The pilot study analysis was conducted by creating a standard process coding matrix and three rounds of coding.

Putting the text in the matrix brought about a new way of seeing the dialogue. New codes were created based on frequency patterns. The new subcodes included were: amount of coursework/instruction geared toward ELLs, perception of preparation for cultural relevancy, perception of what more is needed, perception of preparation for "the balancing act" of teaching. Other subcodes that emerged were: experience with collaboration, preparation for student behavior/classroom management, and attempt at ELL instruction. These subcodes emerged throughout the transcripts and throughout the first cycle of categories. Similar words, themes, and ideas aligned because of the matrix format. These codes were eventually dimensionalized through key phrases. Third cycle coding looked for association between positive, negative and neutral feelings projected by participants. This pass was also meant to differentiate whether or not pre-service teachers wanted more emphasis on experience, instruction, or both when it came to their pre-service learning**.**

Interpretation is the area in which my reflexivity will most be tested. For it is "our efforts at sense-making, a human activity that includes intuition, past experience, emotion—personal attributes of human researchers that can be argued endlessly but neither proved nor disproved to the satisfaction of all" (Wolcott, 2009, p.30). This window for subjectivity will reflect my ideology and epistemology, but it must more deeply reflect the data. This will help to answer questions such as: "How much subjectivity is too much in the area of interpretation?" "How do theoretical frameworks drive my research?" and "How can I work to maintain dependability through the fog of personal ontology?" These questions can be addressed through the deep

reading and understanding of educational theorists, thoughtful consideration of many other qualitative studies, and continual, daily, personal reflection.

There is agreement that inclusion of the teaching of ELLs within pre-service teacher education is a growing need (Hooks, 2008; Giambo, Szecsi & Manning, 2005; Pasternak, Hallman, Caughlan, Renzi, Rush, & Meineke, 2016). For example, Batt (2008) acknowledges the gaps in pre-service education as well as continuing education for current teachers, and advocates for the hiring of more specialists in order to help train mainstream classroom teachers. Hutchinson (2013) also addresses a need for a restructuring in all teacher preparation programs across our country due to the ever-increasing number of ELL students. Other researchers, such as Dong (2004), used their own classes to form suggestions about instructional methods for pre-service teachers preparing to teach ELL students.

Institutions of higher education (IHE) must consider all elements of culturally relevant pedagogy when designing both pre-service coursework and field experiences. This lesson comes from the patterns described in the findings section and the realization that pre-service teachers at this urban university are excited about their ability to teach in a culturally relevant manner and to reach all students. However, during student teaching their experiences around "diverse learners" and their perception of preparation for them do not match what they are saying about their urban and cultural preparation. The suggestions for more explicit instruction around English language learners, and for more experiences and exposure with them reinforce their feelings around preparation for serving all learners.

Findings

A pattern of positivity when it comes to being culturally responsive, or prepared for Urban Education, was uncovered in the findings. There is a reoccurring theme of under preparation for teaching ELLs, yet, generally, the pre-service teachers that were interviewed have overall positive feelings about diversity and their preparation for it. Another pattern that emerged was their lack of specific techniques or methods for serving ELLs. There seemed to be a difference of opinion on whether or not methods had been covered explicitly, but regardless, all interviewees felt they lacked the tools to teach ELLs. de Oliveira and Shoffner (2009) posit that the teaching of ELLs as addressed with future content-area teachers has generally resided under the umbrella of "teaching diverse students." This was exemplified in the interviewees' false confidence for teaching every learner. A participant from the study demonstrates this with the following two conflicting statements:

> "So I feel like they do like I've been very, very well prepared to be accepting and understanding and accommodating of every type of student I may encounter" (Ryder, ELA cohort)

> "So if an ELL is asking me something and I am trying to explain it I am like "I am not helping you at all, am I? I am so sorry we need to figure this out" (Ryder, ELA cohort, 2016)

Through the interview, this particular participant was able to paint a broader picture applicable to many of the participants from the cohort. The picture is one of confidence for inclusion in the classroom, empathy for all learners, yet difficulty transferring specific skills for ELL students that may be sitting in the desks.

Another central finding emerged from the analysis of positive and negative feelings toward perception of cultural responsiveness preparation (both in the coursework and in the student teaching experience) and toward perception of preparation for supporting ELLs. *The same pre-service teachers who are reporting positive feelings around their cultural relevancy preparation are reporting negative feelings around teaching English language learners.* In this case, the words "positive" and "negative" are not associated with the learners themselves, but rather with the perception of preparation. This pattern was found in third pass coding when statements of interviewees were highlighted as "positive," "negative," or "neutral." This inverse relationship is demonstrated in the following quote by the same interviewee:

> "Strengths in the program: Urban education. I even have people in field placement three years ago say that they don't really prepare you for urban education, but I really think that they hit the nail on the head there." (Boarder, ELA cohort, 2016)

> "I still don't know any methods other than providing translations… I don't think I have enough grasp on this, Spanish, or ESL in the sense where I can I really know what I'm doing. Does that make sense?" (Boarder, ELA cohort, 2016)

In this participant's interview, the disconnect of confidence or positivity around urban education and discomfort or negativity around ELL preparation is evident. This area of weakness was delineated through the responses of the interviewees as they reflected on how they would feel better prepared for English language learners. .

Experience or instruction? Because of the pre-service teachers' perceptions of preparation for supporting emergent bilinguals, a second finding emerged. There were some differences in opinion of what is needed in order to better prepare for ELL service. The

interviewees seemed to fall into one of two camps; they either perceived they needed more experience with ELLs or more methodological instruction around them. The perception of lack of methodological instruction toward emergent bilingual support can be outlined in the following quotes:

> "(They) still need help with "words I don't know" and it's like "how do I keep moving forward if they can't fully comprehend what they have? And it's like that I haven't had explicit instructions for" (Writer, ELA cohort, 2016)

> "I think that if there was, I don't know if it is a certification or just more courses geared for pre-service teachers to work with ELLs" (Master, ELA cohort, 2016)

The words of these two participants bring understanding to the pre-service perceived value of explicit instruction for methodology. This interest in more coursework geared toward ELLs does not exemplify an ambivalence for ELLs, but rather shows the value of this knowledge to them.

The other interviewees used their student teaching experiences to demonstrate a need for more experiences, face-to-face opportunity, and time in classrooms observing content teachers who successfully work with emergent bilinguals. These feelings can be summed up in the following quotes:

> "I think maybe like tutoring. Like tutoring or something like that. That would be something that wouldn't be too time consuming like for everyone in their majors and what not going forward, but that is something you could put in a semester" (Ryder, ELA cohort, 2016).

> "I teach in an ESL classroom which is new to me. I'm not ESL certified I speak very, very little Spanish…Experience, and giving us more experience at UWM in classrooms.

If I could tell every person in that program just get us in the classrooms." (Boarder,

ELA cohort, 2016).

The words of the participants identify the value of experiences. The participants in this research study were in the middle of their student teaching placements. Each day they were able to see the learning opportunity that experience and exposure presented. The responses of these participants were the motivation behind expanding this pilot study into this research.

Conclusions

The pilot study, like many qualitative studies, looks at a very contextual small sample and, therefore, has limited generalizability. This dissertation study, however, while not broadly generalizable, does have utility and relevance for many pre-service programs. Those who may find it especially useful are programs preparing content area teachers, particularly ELA teachers. It is also useful for those programs that base goals and values around leadership in diversity, as is the case with urban institutions. Of course, creating an inclusive ideology in students is a goal that must be achieved in order to help shape culturally relevant and responsive teachers (Lee, 1992). However, the difficulty comes when pre-service teachers have the stress and opportunity to show all aspects of their learning in student teaching. It is during this student teaching experience that many of the gaps in knowledge are revealed through both what is spoken and what is unspoken.

This research will add to prior research that has identified a gap in emergent bilingual preparation in "teaching diverse learners" coursework. It also contributes to the understanding that although pre-service teachers may be able to acknowledge the importance of holding beliefs

and values toward teaching all learners, the actuality of putting those ideals into practice may not be present.

Pilot Study Implications for Dissertation Research

This pilot study provides a foundation and framework for further research. It served as motivation for more in-depth examination of the choices Institutions of higher education (IHE) make around emergent bilingual preparation. It left me wondering how groups other than the ELA cohort experienced pre-service coursework. Pre-service teachers taking other pathways toward teacher licensure reported different perceptions of knowledge, skills and dispositions (KSDs) for working with English language learners. Studying these pre-service samples, especially those with diverse mindsets for why they selected their program model, provided new contributions to the research around emergent bilingual pre-service coursework. Interviewing instructional staff of methods classes who can elaborate on syllabi and coursework added information-rich narratives to the experiences of the pre-service teachers. Finally, breaking down their methods classes through a study of the syllabi and course materials not only provided much needed insight, it helped to triangulate the data.

This research was used as a foundational model for the dissertation in considering what activities are most meaningful when it comes to emergent bilingual preparation and inclusive pedagogy. Explicit instruction and specific methodological techniques along with face to face immersion experiences should all be incorporated into coursework, but given the already intensive strain on pre-service teachers, the most sensible and effective methods of instruction must be selected for the pre-service curriculum. As pre-service teachers from different programs express and model what they find to be beneficial, this dissertation research will concentrate on some of their selections.

Apple (2015) suggests that educators and curriculum are never neutral. An upgrade to the coursework for pre-service teachers would occur through a change in rhetoric, one that emphasizes inclusivity, and focuses on bringing marginalized groups to the center (Banks, 2006). Too often coursework does not go far enough in pushing the pre-service teachers in the area of inclusivity of emergent bilinguals. Too often preparation does not go far enough in allowing the pre-service teachers to examine their own biases and beliefs and "bring them to the table" in their student teaching semester and eventually their own classrooms.

Appendix C: First, Second, and Third Round Codebooks for Pilot Study

Category: Institutional/ Societal Structures   Abbreviation
 Mainstream Practices or University Foci   MP
Practices are generally implicated in the reproductions of systems of class, race, and gender oppression
 Groups Privileged   GP
Certain groups in any society are privileged over others; oppression has many faces
 Language Beliefs   LB
Language is central to the formation of subjectivity (conscious and unconscious)

Category: Pre-service Experience/ Coursework and Field   Abbreviation
Literacy Integration   LI
Pre-Service experiences with reading and writing strategies in coursework and field placements
 Cultural Competence   CC
Pre-Service understanding of a variety of cultures and cultural aspects
Foreign Language Empathy   FLE
Pre-Service ability to empathize with those learning English
 ELL Experiences/ Exposure   EEE
Pre-Service exposure to English Language Learners

Category: Teaching Practices (student teaching)   Abbreviation
 Cultural Relevancy   CR
Pre-Service incorporation of culturally relevant and responsive methodology
Collaboration   C
Pre-Service value on collaboration with co-op and students
 Literacy and Linguistic Instruction   LLI
Pre-Service comfort level with literacy and linguistic instruction

Category: ELL Student Outcomes   Abbreviation
 Biliteracy   BL
Practices in classroom are aimed toward goal of reading and writing in two languages
Bilingualism   B
Practices in classroom are aimed toward goal of speaking in two languages
Monolingualism   M
Practices in classroom are aimed toward English instead of home language
 Loss of Home Language   HLL
Practices in classroom are aimed toward English over home language

Second Pass Codebook

Amount of coursework/instruction geared toward ELLs: A lot/A little/ Some

Perception of Preparation for being culturally relevant: A lot/ Some/ A little

Perception of what more is needed: Experience/ Instruction

Perception of preparation for "the balancing act" of teaching: Prepared/ Unprepared

Experience with collaboration: Positive/ Negative/ Neutral

Preparation for Student Behavior/Classroom Management: Prepared/ Unprepared/Somewhat prepared

Attempt at ELL instruction: Confident/not confident/somewhat confident

Third Pass Codebook

ALL THINGS POSITIVE (positive/ prepared/ a lot/ confident)

ALL THINGS MID-RANGE(Some/somewhat prepared, somewhat confident)

ALL THINGS NEGATIVE (underprepared, negative, a little, not confident)

Experience

Instruction

Experience and Instruction

Appendix D: Dissertation Conceptual Framework and First, Second, and Third Round
Codebooks
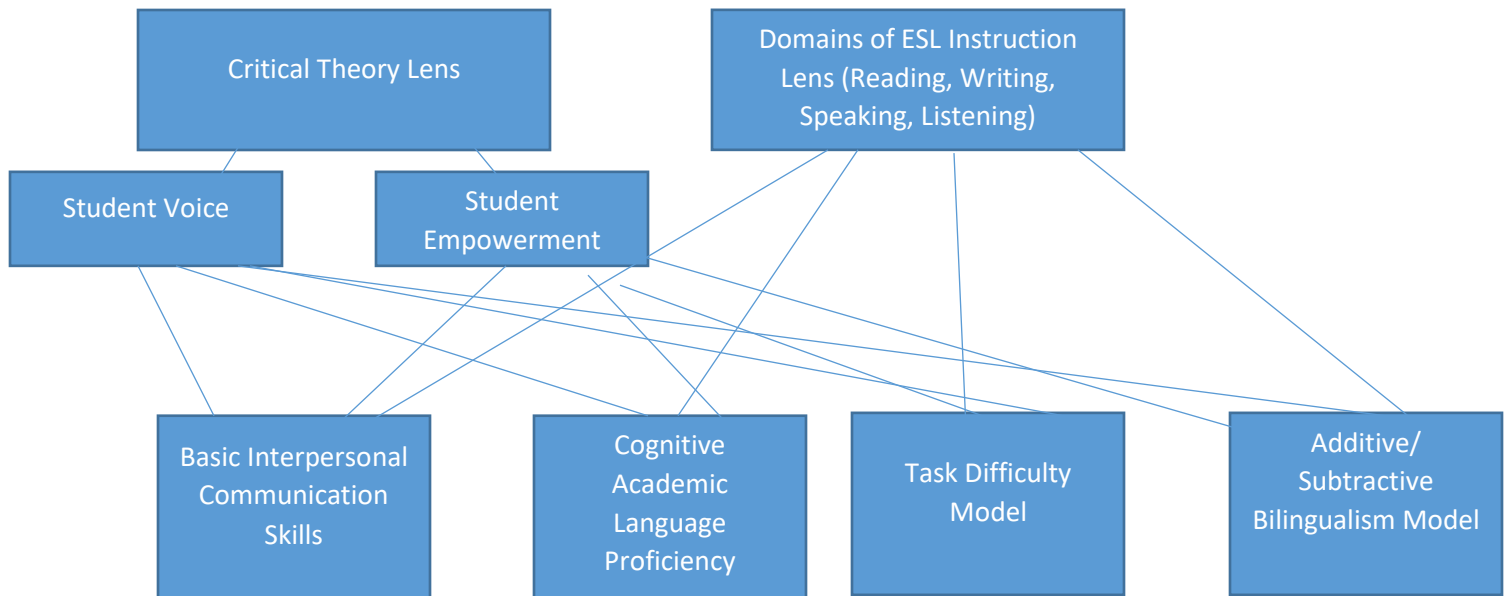
First Round Coding

| **Critical Theory Lens** | **Abbreviation** |

Language Subjectivity

- *Home Language*   *HL*
- *Home Culture*   *HC*

Privilege and Oppression Endemic Nature

- *Active/Passive Learning*   *APL*

Mainstream Research and Reproduction of Class, Race and Gender Oppression

- *Problems located in students*   *PLS*
- *Problems located in educational system/curriculum*   *PLES*

Power and Voice Sliding Scale

- *Undemanding Classroom (Overprotective, Permissive,*
  Praise for easy work, communicating pity)   *UC*
- *Motivating Classroom (Autonomy, Creativity*
  Self-improvement, Consistency)   *MC*
- *Destructive Classroom (Low expectations, Forced learning*
  Oppressive, False praise)   *DC*
- *Confusing/Neglecting Classroom (Competition encouraged*
  Praise contingent on success, Mixed messages)   *C/NC*

ESL Domains Lens	**Abbreviation**

Additive/Subtractive Bilingual Model

- *Monolingualism*   *M*
- *Bilingualism*   *B*

Task Difficulty

- *Home Language Context*   *HLC*
- *Home Culture Context*   *HCC*

BICS/CALP

- *Emergent L2 as Deficit View*   *LAD*
- *Emergent L2 as Benefit View*   *LAB*

Common Underlying Proficiency

- *Privilege monoligualism*   *PM*

Second Round Coding   <mark>**Highlight indicates new code**</mark>

Critical Theory Lens   **Abbreviation**

Language Subjectivity

- Home Language   H
- Home Culture   HC

Privilege and Oppression Endemic Nature

- Active/Passive Learning   APL
  - <mark>** K12 Students seek knowledge/forced learning*   *K12SK*</mark>
  - <mark>**HE students seek knowledge/forced learning*   *HESK*</mark>

Mainstream Research and Reproduction of Class, Race and Gender Oppression

- Problems located in students   PLS
  - <mark>**Motivation or other factors in K12 student*   *PLSK12*</mark>
  - <mark>**Motivation or other factors in HE student*   *PLSHE*</mark>

- Problems located in educational system/curriculum   PLES
  - <mark>**Problems in preparation*   *PP*</mark>
    - <mark>*Lesson Planning*   *PPLP*</mark>
    - <mark>*Classroom Management*   *PPCM*</mark>
    - <mark>*ELL preparation*   *PPEP*</mark>
    - <mark>*Coursework Consistency*   *PPCC*</mark>
    - <mark>*Coursework Balance*   *PPCB*</mark>
    - <mark>*Literature Read*   *PPLR*</mark>
    - <mark>*Advising*   *PPA*</mark>

  - <mark>**Problems from Political Pulls*   *PoP*</mark>
    - <mark>*EdTPA*   *PoETP*</mark>
    - <mark>*Common Core*   *PoPCC*</mark>
    - <mark>*Autonomy*   *PoPA*</mark>
    - <mark>*Other*   *PoPO*</mark>

  - <mark>**Problems in Field*   *PF*</mark>
    - <mark>*Cooperating Teacher*   *PFCT*</mark>
    - <mark>*School Placement/Administration*   *PFSPA*</mark>
    - <mark>*Previous Field Experiences (amount, overall experience)*   *PFPFE*</mark>

Power and Voice Sliding Scale

- *Undemanding Classroom (Overprotective, Permissive,*
  Praise for easy work, communicating pity)   *UC*
- *Motivating Classroom (Autonomy, Creativity*
  Self-improvement, Consistency)   *MC*
- *Destructive Classroom (Low expectations, Forced learning*
  Oppressive, False praise)   *DC*
- *Confusing/Neglecting Classroom (Competition encouraged*
  Praise contingent on success, Mixed messages)   *C/NC*

ESL Domains Lens	**Abbreviation**

Additive/Subtractive Bilingual Model

- Monolingualism   M
- Bilingualism   B

Task Difficulty

- Home Language Context   HLC
- Home Culture Context   HCC

BICS/CALP

- Emergent L2 as Deficit View   LAD
  - *In Literacy*   *LADIL*
  - * In General*   *LADIG*
- Emergent L2 as Benefit View   LAB
  - *In Literacy*   *LABIL*
  - * In General*   *LABIG*

Common Underlying Proficiency

- Privilege monoligualism   PM

Third Round Coding

Positive Response to First and Second Cycle Codes

(Positive about ability to teach/preparedness, positivity toward k12 students, positivity toward experiences, positivity toward ELLs, power giving and empowered responses)

Negative Response to First and Second Cycle Codes

(Negative about ability to teach/preparedness, negativity toward k12 students, negativity toward experiences, negativity toward ELLs, pessimistic, deficit mindset responses)

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