

THE DEVELOPING EMPATHY, BELIEFS, AND SKILLS  
OF TEACHER CANDIDATES IN A FOUNDATIONAL COURSE  
ON TEACHING ENGLISH LEARNERS

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## ABSTRACT

This dissertation examines the developing understandings of teacher candidates being prepared to teach ELs in general education PreK-12 classrooms. As the ethnic and linguistic diversity in U.S. classrooms continue to increase, it is crucial that teacher candidates receive high-quality, effective training in teaching culturally and linguistically diverse learners. Relatively few states currently require general education preservice teachers to participate in any formal training related to teaching ELs. The states that do have requirements and the teacher education programs within those states have the potential to provide valuable data on how the training being provided mediates the meaning making of teacher candidates preparing to enter the field of teaching.

Conducted during the fall of 2016 and using survey data, class assignments, interviews, and fieldwork observations from 11 preservice teachers (eight early childhood majors; three secondary education majors), this study describes patterns in the ways that the teacher candidates made sense of artifacts (e.g., articles, experiences, interactions) available to them in a state-mandated undergraduate foundational course on teaching ELs and the accompanying fieldwork. The study uses sociocultural theory to explore how the teacher candidates use course and fieldwork artifacts to learn about ELs and about teaching ELs.

By gathering data from early in the course through the end of the course, this study is able to describe the perspective transformation experienced by most of the focal participants, providing evidence of increased empathy, more nuanced beliefs, and new strategies for differentiating instruction for ELs. Despite having differing backgrounds (e.g., their race, language(s), hometown, crosscultural and crosslinguistic experiences),

differing goals (e.g., their college major, anticipated areas of certification, preferred teaching position, preferred region or school district, perceived likelihood that they would teach ELs in the future), and differing orientations toward ELs at the beginning of the course (e.g., positive, ambivalent), the preservice teachers identified many of the same artifacts as mediating changes in their development. These artifacts fall into the broad categories of ELs' stories and experiences, repeated interactions with ELs, and opportunities for application. This study suggests, therefore, that the efficacy of such courses may increase with the inclusion of the following artifacts: (a) stories, simulations, and videos from ELs' perspectives; (b) a fieldwork component in which teacher candidates actively engage with ELs; and (c) opportunities for teacher candidates to put their developing cognition into practice through course assignments and teaching in the field. Finally, this study makes suggestions for studying the long-term study of teacher candidates' ongoing development.

## DEDICATION

This dissertation is in loving memory of John, Betty, and Gordon,  
who lived out their faith with integrity in the day-to-day, and  
in honor of Eunice who continues to pray for me and be a blessing to those around her.

This dissertation is also dedicated to my Penn Treaty middle school students  
(2002 to 2012) with whom I first realized the need  
for implementing content and language integrated instruction.

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## CHAPTER 1

### INTRODUCTION

#### Problem Statement

The PreK-12 student population in the United States is becoming increasingly diverse, both culturally and linguistically. Approximately one out of every five students speaks a language other than English at home (Shin, Kominski, & U.S. Census Bureau, 2010). More specifically, students classified as English learners (ELs) are one of the fastest growing PK-12 student populations in the United States (National Clearinghouse for English Language Acquisition [NCELA], 2015). Of the public school student population, 9.4 percent were ELs in 2014-2015, an increase from 9.3 percent in 2013-2014 (National Center for Education Statistics [NCES], 2017).

The persistent achievement gap between ELs and their White, English-proficient peers has been well documented across multiple indicators, including achievement scores (National Center for Education Statistics [NCES], 2010) and high school completion rates (Ballantyne, Sanderman, & Levy, 2008; National Center for Education Statistics [NCES], 2014). The low achievement of ELs has been attributed to multiple factors, including the poverty disproportionately experienced by the families of ELs and ELs' "inequitable access to appropriately trained teachers" (Rumberger & Gándara, 2004, p. 2036). There is an urgent need for general education teachers and teacher candidates to be trained in effective teaching for ELs, and teacher education programs are largely responsible for meeting this need.

ELs are disproportionately taught by less qualified teachers (Ballantyne et al., 2008) and less experienced teachers (Dabach, 2015). In fact, non-English language status

is significantly and negatively correlated with the qualifications of their teachers (Darling-Hammond, 2000). This means that ELs are more likely to be instructed by teachers who have entered teaching without certification and less likely to be instructed by teachers who hold full certification and a degree in their field.

General education teachers report feeling unprepared to effectively teach ELs (Pettit, 2011) and often attribute this to a lack of training (Ballantyne et al., 2008). This well-documented lack of training involves both coursework and teachers' own testament that "the number one gap in their preparation for teaching" is "an inadequate background in appropriate strategies and techniques for instructing and assessing EL students" (Herrera & Murry, 2006, p. 201). While recent trends, including Teach for America (TFA), allow for more open entry into the field of teaching without expectations of training (Darling-Hammond, 2010), even newly certified teachers deemed "highly qualified" in their state still feel unprepared to teach ELs (Herrera & Murry, 2006; Karabenick & Noda, 2004; Ruiz-de-Velasco, Fix, & Clewell, 2000). This lack of preparation, which Darling-Hammond (2006) described as a lack of knowledge, skills, and dispositions necessary for effectively teaching ELs, has been attributed to "inadequate resources" and a lack of "institutional will" (García, Jensen, & Scribner, 2009, p. 12).

The prevalence of ineffectively and insufficiently trained teachers has serious consequences for ELs, including lack of classroom participation, lack of peer interactions, lack of teacher feedback, lack of opportunities for meaningful language development, and lower levels of academic achievement (Langman, 2003; Sharkey & Layzer, 2000; Valdez, 2001; Verplaetse, 2000). Teachers' dispositions (also referred to

as attitudes or beliefs in the literature) have been shown to affect their teaching practice and their students' achievement (Breen, 2001; Fang, 1996; Peacock, 2001). Specifically, Bryan and Atwater (2002) found that many content area teachers refused to accept making instructional modifications for ELs as part of their responsibility. Yoon (2008) confirmed that general education teachers' views of themselves as teachers of a specific subject, of regular education students, or of all students greatly affected the positioning of their ELs as powerful or powerless in their classrooms.

Teachers' beliefs and lack of knowledge about second (or additional) language development have also been shown to affect their teaching practice. For example, when teachers confuse low levels of English proficiency with mental deficiency, they mistakenly refer ELs to special education services (Commins & Miramontes, 2005). Lack of knowledge about second or additional language acquisition has also been shown to result in teachers being hypercritical of errors, ignoring errors completely, and/or not acknowledging ELs' first language (L1) as an appropriate scaffold (Meltzer & Hamann, 2004; National Council of Teachers of English [NCTE], 2008). In a specific example, a high school teacher's lack of knowledge about second language (L2) acquisition caused him to assert, and base his classroom practice on this assertion, that students' continued use of their L1 in school and at home would impede their acquisition of English (Reeves, 2004), which is not supported by research (Larsen-Freeman & Long, 1991).

In addition, teachers' lack of confidence in working with ELs is likely to negatively affect ELs. Generally, people avoid tasks and situations in which their confidence and self-efficacy are low (Bandura, 1986). When teachers do not think they have the skills or training necessary for working with culturally and linguistically diverse

students, including ELs, they may avoid doing so (Hollins & Guzman, 2005; Jimenez-Silva, Olson, & Jimenez Hernandez, 2012). As linguistic diversity continues to increase in classrooms across the United States, this avoidance may cause teachers to avoid and marginalize the ELs in their own classrooms.

### Purpose of Study

As PK-12 student populations in the United States continue to diversify, general education teachers are responsible for effectively educating all of their students, including ELs of various English proficiency levels. In order to prepare them to be able to do so, state departments of education, teacher preparation programs, and teacher educators are tasked with creating, developing, and implementing standards, programs, and coursework that prepare teacher candidates to effectively teach ELs. Due to the lack of research focusing on the preparation of general education teacher candidates to teach ELs, these entities lack sufficient data to guide them. The purpose of this dissertation is to qualitatively explore the developing understandings of a diverse group of preservice teachers who are in the process of taking a required foundational course and accompanying field experience for teaching ELs. In doing so, this dissertation advances our knowledge of the efficacy of teacher education coursework so that progress can be made in effectively preparing preservice teachers for the culturally and linguistically diverse classrooms in which they are likely to teach.

Specifically, the purpose of this study is to deepen our collective knowledge of the ways in which teacher candidates make meaning of their prior experiences, their professional development in the form of the course, their classroom practice in the form of the accompanying field experience, and their future goals. The study also identifies

the course artifacts that serve as mediating means, particularly those that seemed to aid in the development of the teacher candidates' cognition and practice related to teaching ELs. Because most programs are likely to have, at most, one undergraduate course on teaching ELs, this study reveals the growth that may occur over this span of time and makes recommendations for how to maximize it.

For programs that have yet to develop or require such a course, this study provides some guidance, because it identifies the aspects of the course and accompanying fieldwork that the participants associated with their ongoing development and provides examples of how the participants applied their developing knowledge, influenced by these artifacts, to various contexts. Therefore, this dissertation is able to provide implications with the potential to influence the development and implementation of coursework for teacher candidates preparing to teach ELs in general education classrooms.

### Research Question

In this study, I respond to García's (2009) call for research on how to develop preservice teachers' awareness of multilingual literacy practice and help them link their understanding to classroom practice in the field. The following research question guides the scope of this study: How do teacher candidates participating in a foundational course on teaching ELs make use of artifacts available to them in the course and accompanying fieldwork to develop their understandings of ELs and themselves as teachers of ELs?

### Dissertation Overview

Chapter 1 features a statement of the problem as well as the purpose, theoretical framework, and research questions of this dissertation. Chapter 2 provides an overview

of extant research on what constitutes necessary preparation for general education teacher candidates, requirements for preparation related to teaching ELs in the United States, and research examining the efficacy of coursework for teaching ELs. It also introduces Sociocultural Theory as the theoretical framework of this study, explaining its application to the study. Chapter 3 introduces a rationale for conducting a case study with detailed presentation of the site, course, study participants, data collection, and methods of analysis. Chapters 4, 5, and 6 present the findings of this study. Since the teacher candidates made use of the artifacts available to them in the course to mediate change in their feelings for ELs, their beliefs about ELs, and their knowledge and skills related to differentiating instruction for ELs, the chapters are organized around these three areas of their development. Chapter 4 explores the development of the teacher candidates' empathy for ELs. Chapter 5 explores the development of the teacher candidates' beliefs related to ELs, their parents, their abilities, and the role of their L1s in instruction. And Chapter 6 explores the development of the teacher candidates' knowledge about and application of skills related to differentiating instruction for ELs. The findings presented in chapters 4, 5, and 6 include the course artifacts that the teacher candidates identified as being useful to their development, evidence of the degree to which these artifacts mediated change, and the ways that the teacher candidates engaged in meaning making related to their previous experiences, current experiences, and future goals. Throughout these chapters, similarities and differences among participants are highlighted. Chapter 7 discusses the findings, presents practical implications, makes recommendations for future research, and identifies limitations of the study.

## CHAPTER 2

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### Introduction to the Literature Review

First, this chapter contextualizes the dissertation study by presenting extant literature on what general education teachers need to be able to know and do in order to effectively teach ELs. Although there is limited research on general education teachers, some key understandings and types of expertise have been identified, including two approaches used to describe what general education teachers need to know: (a) systemic functional linguistics and (b) the sociocultural approach. Second, this chapter summarizes the requirements for general education teachers across the United States, demonstrating the variety of state requirements in terms of coursework, fieldwork, and certification and the trend for increased emphasis on training general education teachers to teach ELs. Third, the literature review includes an analysis of the research related to the efficacy of coursework for teaching ELs, identifying limitations of the research that this dissertation addresses. Finally, the chapter concludes by introducing the theoretical framework of sociocultural theory and its relevance to this study.

#### Necessary Preparation for Mainstream Teachers

Unfortunately, much of the literature on what teachers need to know and be able to do in order to teach ELs has focused on the preparation of specialists, such as ESL, bilingual, and sheltered content teachers, rather than on general education teachers (Lucas, Villegas, & Freedson-Gonzalez, 2008). To fill this gap, Lucas et al. (2008) identified three types of pedagogical expertise that general education teachers should possess:

Familiarity with the students' linguistic and academic backgrounds; an understanding of the language demands inherent in the learning tasks that students are expected to carry out in class; and skills for using appropriate scaffolding so that ELs can participate successfully in those tasks. (p. 366)

Lucas et al. (2008) also identified six key understandings that general education teachers should have (See Figure 1). In order to gain the necessary knowledge and skills, Lucas et al. (2008) recommended that teacher education programs require at minimum a one credit course on teaching ELs for all preservice teachers, although López, Scanlan, and Gundrum (2013) stress that one course is not sufficient, and successful completion of such a course, even if effective, does not make a teacher highly qualified to teach ELs.

1. Conversational language proficiency is fundamentally different from academic language proficiency (Cummins, 1981, 2000), and it can take many more years for an EL to become fluent in the latter than in the former (Cummins, 2008).
2. Second/additional language learners must have access to comprehensible input that is just beyond their current level of competence (Krashen, 1982, 2003), and they must have opportunities to produce output for meaningful purposes (Swain, 1995).
3. Social interaction in which ELs actively participate fosters the development of conversational and academic English (Gass, 1997; Vygotsky, 1978; Wong-Fillmore & Snow, 2005).
4. ELs with strong native language skills are more likely to achieve parity with native-English-speaking peers than are those with weak native-language skills (Cummins, 2000; Thomas & Collier, 2002).
5. A safe, welcoming classroom environment with minimal anxiety about performing in a second/additional language is essential for ELs to learn (Krashen, 2003; Pappamihel, 2002; Verplaetse & Migliacci, 2008).
6. Explicit attention to linguistic form and function is essential to second/additional language learning (Gass, 1997; Schleppegrell, 2004; Swain, 1995).

Figure 1. Essential Understandings of Second Language Learning for Linguistically Responsive Teachers (adapted from Lucas et al., 2008, p. 363)

While Lucas et al. (2008) identified three types of expertise and six understandings, Turkan and Buzick (2016) differentiated between two main perspectives used to describe what general education teachers need to know in order to effectively teach ELs: (a) systemic functional linguistics and (b) the sociocultural approach.

Coursework based on systemic functional linguistics (SFL) emphasizes that general

education teachers need to understand the language demands of a specific content area and have the skills necessary to simplify texts, scaffold content, and otherwise make the content accessible by unpacking the language associated with the content (Christie & Martin, 1997; Coelho, 2004; Fang, 2006; Gebhard, Willett, Pablo, Caicedo, & Piedra, 2011; Halliday, 1985; Schleppegrell, 2004). On the other hand, the sociocultural approach emphasizes language as a tool and a system (Khisty, 2001), valuing collaborative learning environments, peer interaction using the language of a particular discipline, and opportunities for negotiation of meaning (Furner, Yahya, & Duffy, 2005; Garrison & Mora, 1999; Khisty, 2001; Tharp, Estrada, Dalton, & Yamauchi, 2000). In addition, the sociocultural approach stresses the importance of incorporating ELs' home languages and cultures in instruction as teachers actively connect ELs' knowledge, experiences, and backgrounds with the content in order to make the content comprehensible and accessible (González, Andrade, Civil, & Moll, 2001; Gutiérrez, 2002; Moll, 1990). While this distinction is helpful for making sense of the variety of knowledge and skills involved in teaching language and content to ELs in general education classrooms, the present study will draw on both perspectives, recognizing the value each has to offer for investigating the cognition and practice that teacher candidates take away from their course work and accompanying field experience on teaching ELs.

In addition to the understandings and perspectives described above, what general education teachers need to know and be able to do in order to effectively teach ELs has been delineated by the Sheltered Instruction Observation Protocol (SIOP; Echevarría, Vogt, & Short, 2008), which focuses on eight components of effective instruction for ELs. As Table 1 demonstrates, SIOP emphasizes sequential steps teachers should take

before, during, and after instruction. This model has received numerous critiques, including that of Crawford and Reyes (2015) who emphasize that SIOP is prescriptive rather than inquiry-based, teacher-centered rather than student-centered, and is based on flawed research. Still, the model persists and has served and continues to serve as a tool in general education contexts. At the very least, it provides a list of ideas for general education teachers endeavoring to improve classroom instruction for ELs.

Table 1. Lesson Plan Checklist for the Sheltered Instruction Observation Protocol

Lesson Components	Checklist
Preparation	<ol style="list-style-type: none"> <li>1. Write content objectives clearly for students.</li> <li>2. Write language objectives clearly for students.</li> <li>3. Choose content concepts appropriate for age and educational background level of students.</li> <li>4. Identify supplementary materials to use (graphs, models, visuals).</li> <li>5. Adapt content (e.g., text, assignment) to all levels of student proficiency.</li> <li>6. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.</li> </ol>
Building Background	<ol style="list-style-type: none"> <li>1. Explicitly link concepts to students' backgrounds and experiences.</li> <li>2. Explicitly link past learning and new concepts.</li> <li>3. Emphasize key vocabulary.</li> </ol>
Comprehensible Input	<ol style="list-style-type: none"> <li>1. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).</li> <li>2. Explain academic tasks clearly.</li> <li>3. Use a variety of techniques to make concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).</li> </ol>
Strategies	<ol style="list-style-type: none"> <li>1. Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).</li> <li>2. Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.</li> <li>3. Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).</li> </ol>
Interaction	<ol style="list-style-type: none"> <li>1. Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.</li> <li>2. Use group configurations that support language and content objectives of the lesson.</li> <li>3. Provide sufficient wait time for student responses consistently.</li> <li>4. Give ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text.</li> </ol>
Practice/ Application	<ol style="list-style-type: none"> <li>1. Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.</li> <li>2. Provide activities for students to apply content and language knowledge in the classroom.</li> <li>3. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).</li> </ol>
Lesson Delivery	<ol style="list-style-type: none"> <li>1. Support content objectives clearly.</li> <li>2. Support language objectives clearly.</li> <li>3. Engage students approximately 90-100% of the period (most students taking part and on task throughout the lesson).</li> <li>4. Pace the lesson appropriately to the students' ability level.</li> </ol>

Table 1, continued

Review/ Assessment	<ol style="list-style-type: none"> <li>1. Give a comprehensive review of key vocabulary.</li> <li>2. Give a comprehensive review of key content concepts.</li> <li>3. Provide feedback to students regularly on their output (e.g., language, content, work).</li> <li>4. Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).</li> </ol>
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*Note:* Table information is taken from Echevarria, Vogt, & Short (2008).

#### United States Context

Policy initiatives and legal mandates have led to the restriction and elimination of bilingual programs (Crawford, 2008; García, Jensen, & Scribner, 2009; Menken, 2013), and related political shifts have led to the inclusion of ELs in general education classes, where content is taught in English with language support provided, to a lesser or greater extent, for ELs (Daniel & Conlin, 2015). The federal government of the United States has mandated broad guidelines requiring ESOL (English for speakers of other languages) services through the Bilingual Education Act of 1968 and its reauthorizations and amendments: *Lau v. Nichols* of 1974, Lau Remedies, the No Child Left Behind Act of 2001, and the Every Student Succeeds Act (ESSA) of 2015. Since 2001 and the implementation of Titles I and III of the No Child Left Behind Act (NCLB), schools must show that their ELs are making adequate yearly academic progress by using teaching practices supported by empirical research, and the “Dear Colleague Letter” (U.S. Department of Justice and Department of Education, 2015) clearly states that ELs must have access to grade-appropriate core curriculum.

Under NCLB, preservice “professional development” was required to be “high-quality,” but ESSA further clarified that it must be “effective” (U.S. Department of Education, 2016). Federal law stipulates that:

School districts must provide research-based professional development to any teachers, administrators, and staff who work with ELs. The training must focus on methods for working with ELs and be long enough and offered frequently enough to have a positive and lasting impact. (Education Commission of the States [ECS], 2016)

However, because education is a state-based right, individual states decide how to provide services to their ELs, how to provide professional development to inservice teachers, and how to train preservice teachers. Because states have flexibility in how they meet federal requirements, they may do so in more or less effective ways. For example, some states require all teachers to have some training in teaching ELs but do not require specialist certifications, other states require specialist certifications but not training for all teachers, and still other states require both. These requirements have been shown to impact the achievement of ELs, with Hispanic ELs in states with both requirements having markedly higher achievement than Hispanic ELs in other states (López, Scanlan, & Gundrum, 2013).

The requirements for completing a teacher education program and attaining certification make a difference for ELs. Menken and Antunez (2001) explain that “state licensure requirements are currently the primary gatekeeper to ensure the quality of new teachers for English language learners in our public schools” (p. 5). While some states require varying amounts of training for general education teacher candidates, ranging from a one-credit course without fieldwork to a three-credit course with accompanying fieldwork, other states do not require any formal training related to teaching ELs for general education teacher candidates. In her in-depth analysis of four teacher candidates pursuing a Masters with Certification in Elementary Education in a state that didn’t

require courses or fieldwork focused on ELs, Daniel's (2014) participants observed that teacher educators and classroom host teachers were not prioritizing the education of ELs.

Despite the dramatic and ongoing increase in linguistic diversity present in PK-12 classrooms, teacher education programs across the United States have been slow to change their requirements in order to prepare preservice teachers to teach ELs. In 2008, only four states, Arizona, California, Florida, and New York, mandated that all preservice teachers take coursework that addressed the needs of ELs (NCTE, 2008). By 2011, there were five states, as Pennsylvania responded to the changing demographics of student populations by requiring all undergraduate education majors to take specific coursework or meet certification requirements related to teaching ELs.

Since then, more states have joined them. The table below (See Table 2) shows the states with requirements for general education teacher candidates. The states not shown in the chart have not established any requirements for general education teacher candidates to be trained in teaching ELs (ECS, 2016).

Table 2. States with Requirements for Mainstream Teacher Candidates

State	Requirement for Mainstream Teacher Candidates
Arizona*	"All classroom teachers, supervisors, and administrators must have a bilingual, ESL, or Structured English Immersion (SEI) endorsement. The structured English immersion endorsement may be obtained through semester hours and professional development hours."
California*	"All teachers with one or more ELs in their classrooms must have an English learner certificate or authorization."
Colorado	None**
Delaware	"All approved educator preparation programs for prospective elementary school teachers must provide instruction and evidence-based best practice and strategies for teaching childhood literacy, including language acquisition, specifically as it relates to ELs."
Florida*	"Approved teacher preparation programs must include strategies appropriate for the instruction of ELs as part of uniform core curricula."
Hawaii	"Approved educator preparation programs must provide evidence that their candidates are prepared to work effectively with students who are limited English proficient."
Indiana	"Requirements for all teaching licenses include instruction on methods for teaching English as a new language" (ECS, 2014).
Iowa	"Teacher candidates must receive coursework such that the candidate is prepared to work with students from diverse groups, including ELs."
Kentucky	"Prior to admission to student teaching, teacher candidates must complete a minimum of 200 clock hours of field experiences in a variety of primary-12 school settings, which allow the candidate to participate in the following: Engagement with diverse populations of students which include ELs."
Massachusetts	"Teachers providing instruction in core academic subjects who provide sheltered English instruction (SEI) to ELs must have an SEI endorsement."
Minnesota	"Primary grade teachers must have knowledge of the interrelated elements of language arts instruction that support the reading development of ELs, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another."
Missouri	"To receive a mainstream teaching license or a special education license, candidates must complete coursework and demonstrate competency in content planning and delivery for English language learners."
Nebraska	None**
Nevada	"EL training is not required for general classroom teachers, however, EL training is one option for pre-service teachers to choose from when determining their course subjects."
New Hampshire	"Most general classroom teachers are not required to have EL training, with a few exceptions. Reading and writing teachers must have some training in teaching methods for developing literacy of ELs. Early childhood teachers must have training in bilingualism and the needs of ELs."
New Jersey	"Teacher preparation and in-service training for professionals serving bilingual, ESL, and mainstream teachers in the area of EL education is available."

Table 2, continued

New Mexico	“Candidates for the elementary (K-8) and secondary (7-12) education licenses must have knowledge of using strategies to facilitate language acquisition and development. Candidates for the elementary license must have the ability to develop appropriate responses to differences among language learners. In addition, candidates for the early childhood license (through grade 3) must demonstrate knowledge of second-language acquisition and bilingualism” (ECS, 2014).
New York*	“General classroom teachers must attend an approved preparation program that includes instruction on working effectively with students from homes where English is not spoken.”
Oregon	None** (ECS, 2014)
Pennsylvania*	“Teacher preparation programs must include coursework that addresses the needs of English language learners.”
Texas	None**
Virginia	“Candidates for mainstream teaching licenses (early/primary, elementary, middle, and secondary) must have training in teaching methods for ELs.”
Washington	“Teacher preparation programs in Washington must ensure that preservice teachers develop the following competencies to support English language development: theories of language acquisition, including academic language development; using multiple instruction strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds; and student cultural identity.”

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*Note:* Unless otherwise noted, the information in Table 2 is from Education Commission of the States [ECS] (2016). Updated information from ECS was not available for those states.

\* These 5 states were the first to establish requirements related to mainstream teacher candidates' coursework for teaching ELs (Samson & Collins, 2012).

\*\* The states listed with no requirement for preservice teachers have professional development requirements for in-service teachers.

This growing list of states requiring training for general education teacher candidates does not necessarily mean that general education teacher candidates are getting the training they need. Institutions have some flexibility in how they implement this training, and the result is that many teacher education programs do not explicitly and effectively attend to the linguistic and cultural needs of ELs (de Jong & Harper, 2005). For example, one teacher education model has preservice teachers learn about ELs across all of their classes, a pattern also found for teaching multiculturally (Morrier, Irving, Dandy, Dmitriyev, & Ukeje, 2007). While the strategy of infusing theories and skills related to teaching ELs into all education courses, such as literacy, assessment,

differentiation, and other methods courses, is ideal in theory, it seems likely that this choice is made less for theoretical reasons and more in an effort to avoid disrupting the existing structure and requirements of teacher education programs.

Another potential weakness of this model is that many teacher educators are not trained in teaching ELs (de Oliveira & Athanases, 2007; Roy-Campbell, 2013). Even if the teacher educators are trained, they may not emphasize best practice for teaching ELs especially if advocacy for the effective instruction of ELs is not part of the program-wide agenda (McDonald, 2005). For various reasons, they may intentionally or unintentionally avoid teaching about ELs with any depth, causing general education teacher candidates to complete their education programs with minimal input related to teaching ELs and the misguided conclusion that teaching ELs is a matter of “just good teaching” (de Jong & Harper, 2005, p. 102).

Another model has training related to ELs embedded in one or more multicultural education courses, in which ELs are one of several populations being studied (Morrier et al., 2007). Although it is common for teacher education programs to address diversity in general, such courses rarely provide input related to the integration of language with content instruction (Lucas, Villegas, & Freedson-Gonzalez, 2008; Zeichner, 2003).

Yet another model has preservice teachers take a course on teaching ELs, but without a field experience component, so teacher candidates lack the opportunity to interact with ELs, observe the integration of strategic content and language instruction, and practice implementing best practice. This model seems to be minimally effective (Levin & He, 2008). Still another model links coursework with practice in a field experience, based on the finding that teacher candidates who engage in the actual practice

involved in teaching are more effective, showing greater student gains even as novice teachers (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009). However, even when a field experience is included with a course on teaching ELs, it is not without challenges. Darling-Hammond (2010) explains that it is difficult to place preservice teachers in classrooms where state-of-the-art practice is modeled. It is also important, because practicum experiences influence preservice teachers more than coursework experiences (Levin & He, 2008).

#### Research Examining the Efficacy of Coursework for Teaching ELs

There is a body of research on the efficacy of training for bilingual and ESL preservice teachers (e.g., Lopez & Assaf, 2014; Musanti, 2014; Ostorga & Farruggio, 2014; Rodríguez, 2012); training for multicultural preservice teachers (e.g., Ambe, 2006; Gorski, 2009; Lee & Herner-Patnode, 2010; Schwarzer & Fuchs, 2014); and professional development for inservice teachers of ELs (e.g., Lee & Buxton, 2013; Molle, 2013; Pawan, 2008), but very little research on the efficacy of training general education teacher candidates to teach ELs. Because required courses and fieldwork for training general education teacher candidates to teach ELs are a recent, although growing, phenomenon in teacher education programs, there is limited research on their short-term or long-term efficacy. Recent studies have demonstrated encouraging results but include major gaps. The description of the following study serves as a representative example of the types of studies being conducted.

Jimenez-Silva, Olson, and Jimenez Hernandez (2012) quantitatively studied 197 preservice undergraduate elementary and secondary education majors enrolled in a

required Structured English Immersion (SEI)<sup>1</sup> course with an accompanying field experience in a low-income, ethnically diverse classroom. Based on the following research questions: “(a) What curricular methods in endorsement courses contributed most to students’ sense of efficacy for working with ELs, and (b) In what areas of working with ELs do students feel most confident,” Jimenez-Silva et al. (2012) gathered survey data at the end of the course being studied (p. 16). In the survey, participants rated the contribution of the following nine curricular elements to their efficacy in teaching ELs: instructional strategies, textbooks, PowerPoint presentations, classroom lectures, group activities, course assignments/papers, research articles, peers, and instructors. The researchers conducted a component analysis, identifying a two-component solution with one component representing more traditional methods of instruction (i.e., lectures, PowerPoint presentations, textbooks, research articles, and course assignments/papers), and the other representing interactive methods (i.e., instructional strategies, group activities, and peers), with only the survey item related to the instructor(s) loading similarly on both components. The curricular methods associated with interactive teaching techniques and classroom experiences were identified by the participants as contributing the most to their sense of efficacy for teaching ELs. Although the differentiation between traditional and interactive methods is a helpful starting point, this dissertation examines a course much more deeply, revealing specific elements that facilitated or inhibited teacher candidates’ cognition, providing specific evidence of their growth or lack thereof based on observations and interviews.

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<sup>1</sup> SEI refers to the model of instruction for ELs used in the state in which Jimenez-Silva, Olson, and Jimenez Hernandez (2012) conducted their study.

In their study, the participants also rated their confidence in their abilities in the following nine areas: understanding course content, assisting ELs' acquisition of language, assisting ELs' content learning, understanding ELs' language acquisition and development, meeting all students' academic and social needs, organizing instruction for ELs, teaching ELs in the future, assessing ELs' language proficiency and needs, and understanding laws and policies related to ELs. Again, the researchers conducted a component analysis, finding that the participants' confidence in categories related to strategies was higher than in categories related to knowledge, except for the knowledge of course content category in which participants reported high levels of confidence (Jimenez-Silva, et al., 2012). Although the study is useful for understanding the curricular elements that contribute to teacher candidates' confidence in their skills and knowledge related to teaching ELs, the study reveals several gaps that the present research fills.

First, although the participant sample was somewhat diverse in terms of gender, age, and race (the language backgrounds of the participants are not mentioned), the study does not acknowledge or analyze how their backgrounds may have played a role in their ratings of the course components and their own confidence. This trend, of describing the participant sample but making no reference to the backgrounds or characteristics of the participants in the results and discussion, is common in the literature on preservice teachers. In their study of how 38 teachers advocated for ELs in their first few years of teaching after completing a particular education program, de Oliveira and Athanases (2007) improve slightly upon this trend. However, after describing the diversity of their participant sample in terms of education program (e.g., multiple subjects, secondary,

regular, bilingual), race, years of teaching experience, and teaching context, they only mention education program and teaching context in their results and only in passing. More recently, Sugimoto, Carter, and Stoehr (2016) presented a paper focusing on narratives from preservice teachers who were previously classified as ELs, a welcome addition to the research.

Second, Jimenez-Silva, Olson, and Jimenez Hernandez' (2012) study does not provide any sense of growth over time. Without survey data gathered at the beginning of the course, the study cannot report on the growth or lack thereof experienced by the students. By collecting data only after course completion, the study design implies that all of the participants started the course with the same lack of confidence, knowledge, and skills related to teaching ELs and suggests that the confidence they expressed at the end of the course is entirely due to the course itself. Third, although helpful in establishing a pattern, quantitative methodologies are limited in their capacity to explain the messiness of the participants' learning process or to provide a nuanced depiction of *how* particular elements of the course affected the participants' confidence in various abilities.

A study was found that begins to address some of the weaknesses described above. Brisk, Homza, and Smith (2014) studied 21 inservice teachers who had completed a certificate program, composed of two courses and a practicum, for teaching ELs. This retrospective study asked inservice teachers to connect their preservice preparation to their actual professional practice. These teachers reported on their current daily practice with ELs in their classes, shared opinions about the practice the certificate program prepared them to implement, and identified what was helpful from the program and what was lacking. Twenty-one teachers completed the survey of Likert-scale and

open-ended questions, and six of these participants participated in a follow-up phone interview. Results showed that teachers taught academic language at the word level (not language functions and forms) and facilitated content learning by drawing on students' background knowledge. The least frequently implemented strategies were using students' L1s and building on students' bilingualism. Although this study contributes to our knowledge of the inservice teachers' implementation of particular linguistically responsive practices after participation in a certificate program, it relies solely on self-reports and focuses on the frequency of their implementation of strategies rather than providing in-depth analysis of the teachers' developing cognition and practice. In addition, the study was implemented with participants who had the option of participating in the certificate program, as opposed to participants who are required to take one course with an accompanying field experience.

By conducting a qualitative case study, I can address the weaknesses described above. Through interviews, observations, and course assignments, and by studying a diverse group of participants throughout the course, I am able to explore the ways in which teacher candidates make sense of course input, as they process it in relation to their previous experiences, their current course and fieldwork, and their developing teacher identities. The sample of teacher candidates in the course being studied serve to increase our understanding of how different preservice teachers engage with course content and how such courses might more proactively address different preservice teachers' potentially unique approaches to, experiences with, and applications of course content and experiences. While acknowledging that the majority of preservice teachers in the United States are monolingual-English-speaking White women (Zeichner, 2003), a trend

reflected in the composition of the students in the course being studied, I examine how even these White women differ in their exposure to languages other than English and their language learning experiences. In addition, these classes include culturally and linguistically diverse teacher candidates, some of whom were ELs at some point in their educational careers. Because there is little information about the factors that may affect preservice teachers' attitudes towards a required foundational course on teaching ELs and its content, their interaction with course material, and how actively or effectively they integrate course content and strategies into their present and future cognition and teaching practice, this study considers the role of (a) demographic characteristics, such as age, race, gender, and economic status; (b) background factors, such as language background, previous status as ELs, PK-12 schooling environment, experiences abroad, and previous exposure to linguistic minority family members, peers, instructors, or acquaintances; and (c) career goals, such as where the student is planning to teach (urban, suburban, rural) and whether the student is preparing to teach K-12 (art, music, health and physical education), a particular subject in middle school or high school (math, science, social studies/history, English and language arts), or all core subjects in elementary school.

Of significant concern in the field of education is the lack of ethnic and linguistic diversity among teachers aspiring to enter the field, working in the field, and persisting in the field. It is possible that classes such as the focus of this study may help to increase retention of ethnically and linguistically diverse teachers, as preservice teachers recognize that their backgrounds are valued, that their experiences as learners of language give them a unique advantage, and as they become increasingly aware of opportunities to teach in bilingual, dual language, and ESL programs. However, it is also possible that

classes such as the focus of this study unintentionally cater to the prototypical White, middle class, monolingual female preservice teacher and therefore reinforce the status quo. It is also possible that such courses proliferate the “white gaze” (Morrison, 1998), the dominant and privileged White perspective on the experiences, education, and practice of culturally and linguistically diverse students (Paris & Alim, 2014).

### Sociocultural Theory

This study draws on Vygotskyian sociocultural theory (Vygotsky, 1978; Leont’ev, 1981; Wertsch, 1985) to explore the learning of the teacher candidates participating in a foundational course on teaching ELs. Sociocultural theory is based on four main principles: (a) Cultural artifacts mediate learning as people interact with each other on the interpsychological plane and then individualize their learning on the intrapsychological plane; (b) The interpsychological dimension of learning often involves scaffolding as a more knowledgeable or experienced person and a less knowledgeable or experienced person construct meaning together; (c) The capacity of the less knowledgeable or experienced person to learn is tied to the learning context and is maximized when the learning takes place in the learner’s zone of proximal development (ZPD); and (d) All learning is facilitated by mediational tools or artifacts (e.g., technology, strategies, languages) that are culturally and historically constructed by humans, causing learning to be a social process even when others are not physically present (Lee & Smagorinsky, 2000). Sociocultural theory is studied and researched in the areas of anthropology, psychology, literacy, second language education, linguistics, and applied linguistics (Swain, Kinnear, & Steinman, 2015).

Sociocultural theory is an appropriate theoretical framework because it helps to explore *how* learning occurs as well as *what* prompts or facilitates learning. Because this study seeks to gain insights into how teacher candidates make sense of particular elements of a foundational course on teaching ELs, sociocultural theory provides the underlying theory and related terms.

In sociocultural theory, all human-made objects are culturally constructed *artifacts*. These include *material* objects, such as books, clothes, and tables, and *symbolic* artifacts, such as concepts, languages, interactions, and belief systems. Artifacts may be used in both material and symbolic ways. For example, one might use a book as a material artifact (with an external orientation) to prop up a table or swat a bee, affecting the stability of the table or the length of one's reach (Swain, Kinnear, & Steinman, 2015). One might also use the book as a symbolic artifact (with an internal orientation), making use of the information presented in the book as well as the book's language, symbols, and images through which the information is presented. In the present study, I am interested in the symbolic artifacts provided through the course, such as videos, simulations, course readings, assignments, discussions, and interactions with ELs and expert others (e.g., course instructors, host teachers).

Vygotsky (1978) stresses that artifacts can be used externally to physically change an aspect of one's environment and/or symbolically to internally develop (or change) one's thinking, being, and doing. The key indicator of an artifact's use is change, as one's environment is changed or oneself is changed. Therefore, just because these material and symbolic artifacts exist does not mean that they are mediating means (also called mediational means). They become mediating means when they are used as a tool.

In the context of this study, I am interested not in how the course instructor strives to make use of a particular artifact to effect change in his/her students, but rather how the students make use of artifacts accessible to them in the course and accompanying fieldwork to develop their understanding of ELs and themselves as (future) teachers of ELs.

I am also interested in the extent to which these tools mediate change in their feelings toward ELs, their knowledge and beliefs about ELs, and their knowledge and application of strategies for teaching ELs. For example, a preservice teacher (See Jimmy in Chapter 4) might make use of a course reading on second language acquisition and the related class discussion to confirm his existing belief that there is little difference between teaching English to ELs and teaching toddlers. In this case, since there appears to be little adjustment of the preservice teacher's cognitive processes, we could say that the course reading and the discussion did not mediate change, or only minimally mediated change, in the preservice teacher's thinking. On the other hand, a preservice teacher might read the same course reading and engage in the same class discussion, using them as mediating means to develop new understandings of the challenges that ELs face when learning English in school as a second or additional language, to develop new feelings of empathy for ELs, and/or to develop a greater desire for professional development related to teaching content and language to ELs.

Therefore, both the artifact and its use are important. Sociocultural theory offers a way of understanding and describing this process of using artifacts as mediating means. *Internalization* is the term used for the process through which a person is able to mentally incorporate knowledge acquired through mediating means and apply it in practical ways

to their actions (Lantolf & Thorne, 2006). Thus, *internalization* is linked not just to individuals' ways of thinking but also to their doing and being (Ryle, 1999).

Internalization has been described in terms of both *mastery*, knowing how to do, and *appropriation*, expressing agency in doing. The relationship between the two is complex, because, for example, a learner might master a particular concept or skill but have reservations about integrating it into their identity (Wertsch, 1998, p. 53). Although internalization is an important part of sociocultural theory, the data from the present study do not allow for me to confidently make claims of internalization for several reasons: (a) the data spans only one semester, limiting our understanding of the degree to which the participants were able to incorporate knowledge beyond the timeframe of the fall 2016 semester and beyond the course and fieldwork contexts they experienced that semester; (b) the participants had limited opportunities in the fieldwork to take the role of lead teacher, a role in which they would have had more opportunities to apply their developing knowledge to instructional choices; and (c) the nature of the research process involved participants verbalizing their thinking to a researcher or to a course instructor, relationships which affected their presentation of their thinking, being, and doing.

Therefore, rather than focusing on internalization, I follow the example of Swain, Steinman, and Kinnear (2011) who employ sociocultural theory to explore teaching and learning by using the metaphor of *meaning making* (Bruner, 1990). By focusing on meaning making, I seek to explore the process through which teacher candidates make learning personal. Ball (2000) described this process as moving from the external level, in which learners articulate the theories and strategies of others, to the internal level, in

which learners personalize their developing understandings by connecting them to prior beliefs, experiences, and knowledge and creating new perspectives.

Meaning making has been described as being central to the human experience (Frankl, 1963) and particularly key to a teacher's ongoing learning (Nielsen, 2015), as the teacher "draws meanings from, or gives meanings to, events and experiences" (Krauss, 2005, p. 762). By referencing meaning making in this study, I stress that the act of learning is interpretive and that meanings are not fixed but continuously being formed (Scarino, 2014). Thus, in this study, I seek to explore how teacher candidates engage in making meaning of their previous experiences, their current experiences in the foundational course and accompanying fieldwork, and their future professional goals and identities. Through the emphasis on meaning making, I endeavor to collect, analyze, and present the data in a way that prioritizes the perspectives of the teacher candidates being studied.

## CHAPTER 3

### METHODOLOGY

#### Case Study Research

This dissertation employs case study methodology in order to effectively and meaningfully explore the developing understandings of teacher candidates engaged in a semester-long course with an accompanying field experience. Case studies are useful for “investigat[ing] contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships” (Zainal, 2007, p. 2). This study follows a single-case design, focusing on the course on teaching ELs in Audubon<sup>2</sup> University’s College of Education, which is an appropriately chosen case since studying it provides valuable insights into how teacher education programs are responding to changing state mandates and how preservice teachers are responding to recently instituted and developed coursework on teaching ELs. It is therefore not the goal of this study to assert that Audubon’s “Teaching ELs” course is a representative case, but that a close examination of the complexities of this case adds to our knowledge about approaches to such coursework and students’ responses to it. Context plays a crucial role in case study research (Yin, 1984), warranting the collection of data through interviews, observations, and submitted assignments, which represent three contexts in which teacher candidates articulate, enact, and develop their understandings of teaching ELs. A major strength of this research is that it involves data collected over the span of a

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<sup>2</sup> All names are pseudonyms.

semester, enabling the analysis of the ways that participants make sense of course artifacts at various points throughout the semester.

#### Institution Site

The course being studied is taught at Audubon University, a large public research university located in an urban area in the state of Pennsylvania. Based on 2016-2017 Fact Book data on the institution, there are over 29,000 undergraduate students and over 10,000 graduate students at Audubon. Of the undergraduate students, 12.5% are African American, 11.1% are Asian, 6.2% are Hispanic, and 7.6% identify as unknown, other, or two or more races. American Indian/Alaska Native and Pacific Islanders both make up 0.1% of the student population. There is a large teacher education program at Audubon, with approximately 1,200 undergraduate students and 1,000 graduate students. The College of Education is organized into three departments focusing on (a) teaching, (b) policy and leadership, and (c) educational psychology. There are 31 areas of concentration leading to a state teaching certificate.

As of January 2011, all approved Pennsylvania teacher education programs were required to include “at least 3 credits or 90 hours regarding the instructional needs of English language learners (22 PA Code, Chapter 49, §49.13(b))” (PDE program specific guidelines, 2009, p. 70).<sup>3</sup> These 3 credits or 90 hours could be composed of a combination of seat hours of classroom instruction, field experiences hours, the development and implementation of lesson plans with adaptations for ELs, and major research assignments (PDE program specific guidelines, 2009). Teacher candidates who

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<sup>3</sup> Although the citation provided here is for the program specific guidelines for pre- K-4, the same requirements are also stated in the grades 4-8 and K-12 program guidelines.

applied for an instructional and/or educational specialist certificate on or after January 1, 2013 were required to have completed the credits/hours described above.

Due to the significant number of undergraduate students majoring in either early childhood education or middle years/secondary education in the Audubon College of Education, the institution has separated the students into two courses: (1) “Teaching ELs in the Early Grades,” and (2) “Teaching ELs in the Middle and Upper Grades.” Both courses are three credits with an accompanying 15-hour<sup>4</sup> field experience spanning at least eight weeks, in which students observe, work with, and teach ELs in classrooms with at least three students classified as ELs in the local urban district. The courses cover the same content in a similar order, but the instructors have freedom to make minor adjustments to the assignments and to determine how best to structure class time. The main difference between the two courses is that the students in each course are pursuing different certifications. Preservice teachers pursuing certification in early childhood education (PK-4) or health and physical education (K-12) are rostered into one course. Preservice teachers working towards other K-12 certification (art, music, and world languages) are rostered into the middle years/secondary sections with preservice teachers working towards certification in middle years and/or secondary math, science, history, English, and Career and Technical Education (CTE). Because teacher education programs with lower enrollment often combine education majors into one course, regardless of the students’ areas of certification, this study includes participants from both courses at Audubon University. This allows the study to be relevant to smaller

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<sup>4</sup> Students in “Teaching ELs in the Early Grades” who are simultaneously taking a differentiation course and an assessment course are required to complete 20 hours in the field due to additional tasks they need to complete.

teacher education programs and to inform our understanding of how preservice teachers pursuing different certifications, likely influenced by their prior experiences, may recontextualize their developing understandings in similar and/or different ways.

At Audubon University, undergraduate education majors take one of these courses in their junior year, usually one or two semesters before student teaching. For some teacher candidates, particularly secondary education majors, the field experience for the course is the first teaching practicum they have experienced at Audubon due to program requirements for their major. For the early childhood majors, this is at least their second field experience, having already participated in fieldwork for a literacy course during a previous semester. When possible, early childhood majors slated to take “Teaching ELs in the Early Grades” in the spring semester are placed in fieldwork classrooms with ELs for their literacy fieldwork the preceding fall semester. Thus, these students can continue in the same fieldwork classroom with the hope that they will (a) realize the need for training in teaching ELs and therefore be primed to engage in the course, and (b) see ELs’ growth over a full academic year. Since this dissertation study was conducted during the fall of 2016 in order to avoid spring testing season, this was not a factor for this study’s participants. It is worth mentioning, however, because it speaks to collaborate efforts in the College of Education and Audubon’s institutional will to maximize fieldwork experiences for early childhood majors.

The field experience classrooms are chosen for the preservice teachers based on the connections Audubon’s TESOL program has established with schools, principals, and host teachers over time. Mid-way through the semester, host teachers are encouraged to give feedback to the department on the professionalism and engagement of the Audubon

student(s) in their classrooms. At the end of each semester, the preservice teachers are encouraged to provide feedback on their field experience classroom. Preservice teachers are given a handbook for the field experience and related forms for documenting field hours. The handbook communicates that this is intended to be an active fieldwork experience, in which teacher candidates are primarily doing rather than observing. As part of the course, preservice teachers are required to teach a lesson of at least 20 minutes in length, although many teach at least 40 minutes. Preservice teachers also have the option of co-teaching this lesson with a classmate, if they are paired in the same field experience classroom. The course builds towards teacher candidates being able to teach this lesson in a way that integrates content and language objectives, connects to students' cultural and linguistic resources, and differentiates for ELs at different English proficiency levels. At Audubon, university personnel do not observe teacher candidates in the EL field experience, and instructors are not directly involved with placing students.

At Audubon, preservice teachers who obtain an A grade in the course are able to count the course towards their state ESL specialist certification. Upon completing the undergraduate level course, preservice teachers may go on to take the three additional graduate-level courses required by the state for an add-on certificate. In this state, ESL certification exists solely as an add-on; there is no option to obtain one's primary licensure in ESL.

### The Course

The iteration of the course being evaluated in this study is the version of the course being taught in the fall of 2016. To understand the version of the course that the participants experienced, it is important to understand the development of the course over

time. In order to provide this background information, three individuals associated with the development of the course agreed to participate in interviews: Janae, Talya, and Matthew. Janae and Talya are faculty at Audubon, and Matthew is a doctoral student at Audubon. Although not the main participants of this study, they each offered important contextual information for this study. Janae had been involved in creating the course in response to the state mandate and had taught all three sections of the course at the institution: undergraduate early childhood, undergraduate secondary, and graduate. Talya had been overseeing the course and the fieldwork component since shortly after the course's inception, teaching all three versions of the course as well. Although Matthew had only been teaching the course at this particular institution for two semesters, he had already been teaching the course, a joint version of both elementary and secondary education teacher candidates, at another institution for 10 semesters. He was the instructor of the middle years/secondary section<sup>5</sup> of the course in the fall of 2016. Collectively, their interviews reveal how, why, and the degree to which the course changed prior to the fall 2016 iteration of the course, which is the focus of this study.

Janae created the first version of the course in collaboration with other education programs at Audubon, which had also received new competencies from the state. The competencies related to teaching ELs are consistently listed in the course syllabi and shown in the Figure 2 below. The connection between these competencies and the original Fall 2011 syllabus (See left column in Table 3) is clear.

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<sup>5</sup> Misha, the instructor of the early childhood sections of the course in the fall of 2016, was teaching the course for the first time and chose not to be interviewed.

<p><b>This course also addresses the Pennsylvania Department of Education Guidelines for Meeting the Instructional Needs of English Language Learners:</b></p> <p><b>A. Language</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of language systems, structures, functions, and variation.</li> <li>2. Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development.</li> <li>3. Identify the differences between academic language and social language.</li> </ol> <p><b>B. Culture</b></p> <ol style="list-style-type: none"> <li>1. Identify sociocultural characteristics of ELs including educational background and demographics.</li> <li>2. Describe how ELs' cultural communication styles and learning styles affect the learning process.</li> <li>3. Describe how ELs' cultural values affect their academic achievement and language development.</li> <li>4. Identify bias in instruction, materials, and assessments.</li> <li>5. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families.</li> <li>6. Observe culturally and/or linguistically diverse instructional settings.</li> </ol> <p><b>C. Standards-based Instruction</b></p> <ol style="list-style-type: none"> <li>1. Apply research, concepts and theories of language acquisition to instruction.</li> <li>2. Implement appropriate research-based instructional strategies to make content comprehensible for all ELs.</li> <li>3. Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards.</li> </ol> <p><b>D. Assessment specific to EL</b></p> <ol style="list-style-type: none"> <li>1. Use PA ELPS to design content assessment.</li> <li>2. Identify issues related to standards-based formative and summative assessment for <i>all</i> ELs.</li> <li>3. Use assessment data to differentiate and modify instruction for optimal student learning.</li> </ol> <p><b>E. Professionalism</b></p> <ol style="list-style-type: none"> <li>1. Describe the legal responsibilities related to serving ELs.</li> <li>2. Demonstrate collaborative, co-teaching models for serving ELs.</li> <li>3. Define common terms associated with English Language Learners.</li> <li>4. Identify professional resources and organizations related to serving ELs</li> </ol>
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Figure 2. Syllabus Excerpt of State Competencies

When Talya was hired to oversee the course, she did considerable research on how other programs and instructors were structuring the course. She found that “there wasn’t a lot out there because it was new and [the state] was among [only] a handful of states that required a class.” Still, from her research, she gleaned that the existing classes followed a pattern, which she adopted for the course and listed in our interview: (a) learn

about the students and their demographics; (b) learn about language acquisition; (c) learn about components of language, such as phonology and morphology; (d) take a midterm with linguistically oriented questions; (e) learn how to set objectives; (f) learn some teaching methodology; (g) learn about assessment; and if there's time (h) talk about families. Talya's oral explanation of the sequence of the course content aligns with that of the syllabus being used up to the spring of 2014 before a significant shift in fall 2014 (see Table 3). In the topics listed in the course schedule in the fall of 2011, the word content appeared once; in the spring of 2014, it appeared twice; but in the fall of 2014, it appeared 12 times.

Table 3. Talya's Syllabus Sequence Showing a Shift from Fall 2011 through Spring 2014 compared with Fall 2014 (Added emphasis)

Fall 2011	Spring 2014	Fall 2014
50 minute sessions of Middle Years/Secondary Section <sup>6</sup>	80 minute sessions of Early Childhood Section	80 minute sessions of Middle Years/Secondary Section
<ol style="list-style-type: none"> <li>1. Language, Culture, and Identity (1.5 sessions)</li> <li>2. Socio-political Contexts of EL Education (3 sessions)</li> <li>3. Introduction to Language: Sounds Systems</li> <li>4. Introduction to Language: Word Systems</li> <li>5. Introduction to Language: Sentence Systems</li> <li>6. Second Language Acquisition (2 sessions)</li> <li>7. Language and Schools (2 sessions)</li> <li>8. Oral Communication (2 sessions)</li> <li>9. Assessing Strengths and Needs (2 sessions)</li> <li>10. Lesson Planning: Language Objectives (2 sessions)</li> <li>11. Lesson Planning: Connecting with Students (2 sessions)</li> <li>12. Vocabulary and Emergent Literacy</li> <li>13. Unlocking <u>Content</u> Area Language</li> <li>14. SIOP Workshop</li> <li>15. Teaching Reading (3 sessions)</li> <li>16. Teaching Writing (2 sessions)</li> <li>17. Teaching for Social Justice</li> </ol>	<ol style="list-style-type: none"> <li>1. Language, Culture, and Identity (2 sessions)</li> <li>2. Socio-political Contexts of EL Education</li> <li>3. Professional Expectations &amp; Responsibilities AND Principles of Integrated Language Teaching and Learning</li> <li>4. Language Acquisition and Language Learning</li> <li>5. Intro to WIDA</li> <li>6. Language Systems (3 sessions)</li> <li>7. <u>Content</u>-Language Integrated Lessons</li> <li>8. Language/<u>Content</u> Objectives</li> <li>9. Communicative Classrooms (2 sessions)</li> <li>10. Oral Language Development</li> <li>11. Assessing Strengths and Needs</li> <li>12. Vocabulary Development</li> <li>13. Building Background</li> <li>14. Culturally Responsive Teaching</li> <li>15. Developing Literacy Skills: Reading</li> <li>16. Developing Literacy Skills: Writing</li> <li>17. Connecting with EL Families</li> </ol>	<ol style="list-style-type: none"> <li>1. Contemplating the Relationship between Language and Thought</li> <li>2. Clarifying <u>Content</u> (3 sessions)</li> <li>3. Exploring Equal Access to Education (2 sessions) AND Confirming Professional Responsibilities</li> <li>4. Assessing <u>Content</u> (3 sessions)</li> <li>5. Developing (English) Language Skills through <u>Content</u> (6 sessions)</li> <li>6. Facilitating Meaningful (Targeted) Language Use (4 sessions)</li> <li>7. Building Background and Being Culturally Responsive</li> <li>8. Developing Literacy Skills: Reading</li> <li>9. Developing Literacy Skills: Writing</li> <li>10. Connecting with EL Families</li> </ol>

\* Unless otherwise noted, the topic was for one class session.

<sup>6</sup> The fall 2011 course took place three days a week for 50 minutes each. The spring 2014 and fall 2014 courses took place twice a week for 80 minutes each.

The next significant change was that the course became organized around learning goals, particularly learning goals that preservice general education teachers might have (See Figure 3). The course seemed to be experiencing an evolution towards a “teacher-oriented” focus, acknowledging not just the importance that all teachers share the responsibility for developing ELs’ language proficiency but that general education classroom teachers play a crucial and unique role of teaching content to ELs and providing instructional contexts that benefit ELs.

1. What’s language, culture, and thought have to do with it?
2. What is “academic content?”
3. Who am I teaching? (And why does that matter?)
4. How do I design my classroom and set policies to make it EL friendly?
5. How can I convey information given ELs developing proficiency?
6. What does this (really) look like in the classroom?
7. How do I pick the right (vocab) words for my lessons? And how do I teach them?
8. How can I make my printed materials more understandable to my ELs?
9. How can I use word parts to improve comprehension?
10. When and how is grammar relevant to my content area?
11. How can I found out (assess) what students know or can do given their developing proficiency?
12. What do I do with ELs make language errors (in writing)?
13. How do I design a full lesson with all of the components?
14. What do I do when ELs make language errors (in speaking)?
15. When does pronunciation matter? And how can I help?
16. Where are (additional) resources? And how should/can I use them?

Figure 3. Talya’s Spring 2016 Syllabus Course Schedule Topics (Middle Years/Secondary)

Having presented a brief overview of the evolution of the course, it is important to acknowledge that this study captures a particular iteration of the course at this institution. Both Matthew and Misha’s fall 2016 syllabi (See Figures 4 and 5) follow a particular pattern, one that will likely continue to develop and change at this institution. It is the symbolic artifacts provided in *this iteration of the course* that form the basis for understanding what the teacher candidates learned and how they learned it.

- Week 1: What is this course about? How are language, culture, and thought related?
- Week 2: What is academic content and what role does language play in content teaching?
- Week 3: Who am I teaching? (And why does that matter?)
- Week 4: How can teachers include ELs in grade-level instruction?
- Week 5: How can I convey information given ELs' developing English proficiency?
- Week 6: What does EL instruction look like, really?
- Week 7: How do I choose and teach vocabulary for my lessons?
- Week 8: How can I make printed materials more understandable for ELs?
- Week 9: How can I use word parts to improve comprehension? When and how is grammar important to my content area?
- Week 10: How should ELs be assessed?
- Week 11: How can I correct ELs errors? How can I design a lesson for a class with ELs?
- Week 12: How do schools handle ELs and are they successful?
- Week 13: What resources are available for teachers of ELs?
- Week 14: How can teachers work together to support ELs?

*Note:* Each week represented two class sessions.

Figure 4. Middle Years/Secondary Education Fall 2016 Syllabus (Matthew)

- Week 1: What is this course about? What is the relationship between language and thought?
- Week 2: Language of the classroom. (1 class session due to holiday)
- Week 3: Language of the classroom. Who am I teaching? (And why does that matter?)
- Week 4: Who am I teaching? (And why does that matter?) How do I design my classroom and make it EL friendly?
- Week 5: How can I convey information given ELs' developing English proficiency?
- Week 6: What does it (really) look like in the classroom?
- Week 7: How do I pick the right (vocabulary) words for my lesson? And how do I teach them? (1 class session)
- Week 8: When does pronunciation matter? And how can I help? How can I use word parts to improve comprehension?
- Week 9: When and how is grammar important to my teaching? How can I make printed materials more understandable to my ELs?
- Week 10: What do I do when ELs make language errors in speech and in writing? How can I find out (assess) what students know or can do given their developing proficiency?
- Week 11: How can I find out (assess) what students know or can do given their developing proficiency? Work on lesson plan.
- Week 12: Work on lesson plan.
- Week 13: Parental Involvement and where to find (additional) resources. Work on workshops.
- Week 14: Workshop presentations.

*Note:* Each week represented two class sessions unless otherwise noted.

Figure 5. Early Childhood Fall 2016 Syllabus (Misha)

While the pacing of the two courses differs slightly, they follow a similar sequence of topics. The topics include (a) the connection between language, culture, and thought; (b) language in the content area classroom; (c) demographics of ELs; (d)

differentiation for ELs in terms of how to include them in instruction and help them access content; (e) supporting language development through vocabulary, phonology, morphology, syntax, and error correction; (f) assessment for mainstreamed ELs; (g) lesson design for mainstreamed ELs; and (h) contextual topics related to the school context, working with parents, finding resources, and collaborating with colleagues.

While some of the minor assignments varied, students in both courses were tasked with writing journal and/or discussion board posts; analyzing classroom discourse in an online teaching video; and designing, implementing, and reflecting on a lesson that they implemented in their fieldwork.

### Participants

Data for this study were collected in the fall of 2016. Student participants were recruited from two early childhood sections and one<sup>7</sup> middle years/secondary section. I visited each section, asking students to participate in an online survey and to indicate their interest in serving as a focal participant. Compensation in the form of minimal extra credit was provided. Forty-eight teacher candidates participated in the online survey, representing 32 from the early childhood sections of the course and 16 from the secondary section of the course. Participants from the early childhood sections include majors of early childhood,<sup>8</sup> elementary education, and kinesiology with a concentration in health and physical education. Participants from the secondary education section include middle years math and science, secondary English, world languages (Latin and Greek), career and technical education (CTE) with business, computers, and information

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<sup>7</sup> In the fall of 2016, two secondary sections of the course were offered. However, since I was teaching one of the sections, I did not recruit my own students. This affected the ratio of early childhood participants to secondary participants.

<sup>8</sup> Many of the early childhood majors also had a concentration in special education.

technology education, and art education. Aside from their majors, the most notable difference between the two sections is the ratio of males to females, with the majority of participants from the early childhood section being female (25 out of 32) and the majority from the secondary section being male (nine out of 16).

The 48 participants described themselves as 67% female and 33% male. They identified themselves as White (73%), Black (10%), Egyptian/Arab (4%), White/Hispanic (4%), White/Slavic (2%), White/Italian (2%), Korean American (2%), and non-identifying (2%). They came from suburban areas (50%), urban areas (21%), rural areas (4%), or a combination thereof (25%). Although some participants acknowledged that their socioeconomic status (SES) changed over the course of their childhood, they generally categorized their family's SES as low (8%), lower-middle (25%), middle (48%), and upper-middle (19%).

#### *Focal Participants*

All of the 48 participants were invited to become focal participants, and 11 chose to do so.<sup>9</sup> Table 4 provides demographic information for the 11 focal participants.

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<sup>9</sup> Originally, there were 13 focal participants, but two withdrew from the study based on our mutual decision that communication and scheduling were proving to be too difficult.

Table 4. Demographic Information of Focal Participants

Pseudonym	Gender	Age	Race/ Ethnicity	Region	SES**	Major
Chrissy	F	21	White	Suburban	Middle class	ECE and Special Ed.
Jake	M	21	White	Suburban	Upper middle class	ECE
Kiyana	F	24	African American with Caribbean heritage	Rural - suburban - urban	Middle class	ECE and Special Ed.
Leah	F	21	White, Jewish	Suburban	Lower middle class	ECE and Special Ed.
Lindsey	F	21	White	Suburban	Upper middle class	ECE
Maddy	F	22	White/Hispanic	Suburban	Middle class	ECE and Special Ed.
Nadia	F	22	White/Slavic	Urban	Working/Middle class	ECE
Nick	M	22	White/Ukrainian	Urban	Middle class	ECE and Special Ed.
Jeremy	M	21	White	Suburban - Urban	Middle class	Secondary English
Jimmy	M	21	White	Urban	Lower middle class	Secondary English
Shawn*	M	30	White	Urban	Middle class	Middle Years Math and Science

\*Shawn was taking the course a second time in order to raise his grade.

\*\*For SES, I used the participants' own words. The question was followed by an additional open-ended question asking participants to explain their reasoning.

Like their classmates, these focal participants were placed in classrooms in the local urban district for eight to 10 weeks. Early childhood teacher candidates spent a minimum of 20 hours<sup>10</sup> in a classroom and middle years/secondary teacher candidates spent a minimum of 15 hours in a classroom. The teacher candidates were placed in a

<sup>10</sup> This fieldwork experience was linked to an assessment course, so early childhood majors were to focus fifteen of their hours specifically on ELs and five hours related to their assessment course.

variety of schools and classrooms. Each classroom was required to have at least three ELs.

In order to be able to observe them in their fieldwork classrooms, I had already obtained permission from the local urban school district to conduct this research. When the focal participants obtained their field placements, I contacted the principals of their schools, explained the study, and asked for their permission to conduct two observations of the focal participant in their school. After communication via emails, phone calls, and one visit to a school, each principal gave their formal permission, using a standard form provided by the school district to document the principals' official permission. Next, I contacted each host teacher to ask their permission to observe the focal participants in their classroom twice. They also gave their permission. Table 5 shows the placements of the 11 focal participants of this study.

Table 5. Fieldwork Placements for Focal Participants

Pseudonym	Major	Type of School	Type of Classroom	Grade Level(s)
Chrissy*	ECE and Special Ed.	K-5	Regular	Kindergarten
Jake	ECE	K-5	Bilingual Spanish and English	Kindergarten
Kiyana*	ECE and Special Ed.	K-5	Regular	Kindergarten
Leah**	ECE and Special Ed.	K-5	Regular	First
Lindsey	ECE	K-6	Co-Taught by Classroom and ESL Teachers	Third
Maddy**	ECE and Special Ed.	K-5	Regular	First
Nadia	ECE	K-5	Regular	Second
Nick	ECE and Special Ed.	K-5	Regular	Fourth
Jeremy	Secondary English	Academy for High School Newcomers	Sheltered English	Mixed HS Grades
Jimmy	Secondary English	K-8	Pull-out ESL	Eighth
Shawn	Middle Years Math and Science	Comprehensive High School	Sheltered Algebra and Geometry	Mixed HS Grades

\* Chrissy and Kiyanna were placed in the same Kindergarten classroom with the same host teacher.

\*\* Leah and Maddy were placed in the same first grade classroom with the same host teacher.

### Data Collection

Data collection occurred over the fall of 2016 as I collected data through an online survey, course assignments submitted online, interviews, and fieldwork observations.

First, data were collected through the online survey, which asked 21 open-ended questions and one closed (yes or no) question (See Appendix A). Forty-eight participants completed the survey, which asked questions regarding demographic information,

background information, experiences with languages other than English and speakers of languages other than English, future teaching goals, and perceptions of the likelihood that they would teach ELs in the future. The survey helped to facilitate the identification of focal participants and provided background information that informed my questions in the first interview.

In addition, with their consent, I accessed the assignments the focal participants submitted online. The assignments they submitted online provided additional information about how they were processing course content and experiences. The assignments submitted online varied somewhat by instructor, but both the early childhood and secondary sections included journals and/or discussion board posts, a classroom video analysis, and a final lesson plan and reflection. I also interviewed the focal participants three times and observed them in their fieldwork classrooms twice.

### *Interviews and Observations*

After obtaining consent from the 11 focal participants, I met with them to conduct the first interview (See Appendix B for interview protocol). The first semi-structured interview of approximately 60 minutes provided an opportunity for each preservice teacher to elaborate on their survey responses, as I asked follow up questions related to their background, exposure to languages other than English, travel to other countries, coursework related to diversity, and previous experiences with ELs. I also asked about their early impressions of the course; goals (if any) for the course; career goals, including position, grade level(s), subject(s), location, population, and type of school if applicable; and their sense of the classroom teacher's role in teaching ELs.

Through ongoing communication with the focal participants and their host teachers, I scheduled my first observation of each focal participant in their field experience classroom. These observations occurred during one of the focal participant's scheduled visits to the field and were about two hours long. During these observations, I collected contextual information about the fieldwork classroom, such as the layout, available materials and resources, and student population. I observed the instruction, focusing on how the focal participant engaged with the lesson, the host teacher, and the students, including ELs, so that I could ask follow up questions in the second interview. Since the participants were playing a supportive role in the classroom during the first observation, I observed choices at the level of interaction with individual students and small groups of students, rather than observing choices at the lesson level. As is common in such observations, my goal was to “gain information about how well teachers provide ELs with opportunities to acquire and improve language proficiency along with grade-level academic content” (Turkan & Buzick, 2016, p. 228).

After observing each focal participant in the field, I conducted the mid-semester interview, which allowed me to follow up on my observations by asking about the preservice teachers' responses, actions, interactions, thought processes, etc. Each mid-semester interview was 45-60 minutes long and followed the semi-structured interview protocol (See Appendix C), focusing on the preservice teacher's experiences in the course and accompanying fieldwork. I found that observing them in the field prior to this interview allowed me to tailor the questions to their specific context, which prompted more detailed responses.

In order to be able to observe the focal participants in a more formal teaching role, I scheduled my second observation to coincide with the teaching of the lesson that the preservice teachers designed and implemented as a course requirement. Although several of the preservice teachers scheduled their lessons on the same day, I was able to observe at least a significant portion of each focal participant's lesson prior to the final interview, which allowed me to gather data on the participants' teaching through my own observations, their oral reflections, and their written reflections. During these lesson observations, I took copious field notes, documenting the focal participants' words and actions, as well as how students responded to their instruction, which allowed me to tailor my questions in the final interview to their specific lesson and teaching context.

The final semi-structured interview took place at the end of the semester, and participants were asked to reflect on the semester as a whole, including both coursework and fieldwork (See Appendix D). This third and final interview allowed me to follow up on the second observation, as well as gather information about the preservice teachers' growth/change (or lack thereof) and about the preservice teachers' perceptions of what (if anything) they would take away from the course and apply in their anticipated career.

By collecting survey data and alternating interviews and observations, I obtained data from six points across the span of the semester, not including the course assignments. All interview were audiotaped and transcribed and were used to develop analytic memos based on developing themes.

### Data Analysis

I coded the interview and assignment data manually using the comment and color-coding features of Google Drive. In the first stage of the coding process, I formed broad

categories for artifacts (i.e., any element of the course or accompanying fieldwork that the participants mentioned, such as discussions, readings, interactions, and assignments) and change (i.e., any indication that the participant was reconsidering or altering some aspect of their cognition and/or practice). It also became useful to code for lack of change. Through this process, I explored the course as providing mediational means and considered the extent to which course artifacts mediated the participants' development.

Next I relied on open coding by identifying additional codes and subcodes, developing a definition of each, revising them as necessary, and identifying exemplars. I differentiated between beliefs, knowledge, and skills related to teaching ELs, although there was some overlap. In the process, I noticed that emotions were an important component of the participants' developing cognition, and included emotions as a code. I also observed that participants were voicing (in writing or speech) concerns or questions, which sometimes, but not always, related to a sense of contradiction or dissonance, resulting in an additional code.

Utilizing the constant comparative approach (Creswell, 2007), I analyzed the relationships between the codes, grouping codes into related concepts, and assessing the relevance of the data, which resulted in the final codebook (Appendix E). This process revealed that the participants were processing their developing understandings by applying them to previous experiences, usually previous fieldwork or teaching experiences; current experiences in the course and fieldwork; and future goals and identities. These codes served to identify similarities and differences between the ways that the participants were making sense of artifacts available in the course.

I referred to the observation data on a regular basis throughout the data collection process, using it to inform my interview questions.<sup>11</sup> I coded the data from the first observation for classroom norms (e.g., procedures, seating arrangements, decorations, materials) as well as what the participants did with and said to ELs and how the ELs responded (i.e., codes for action, speech, response). I coded the data from the second observation, in which the participants were teaching a lesson, with the additional codes for teacher language (i.e., teacher candidate's use of or emphasis on language, such as vocabulary and/or sentence structures, in their content-area lesson) and student language (i.e., students' use of language in response to teacher candidate's questions, in choral response, and/or in interaction with classmates). I also coded for scaffolding, which took the form of gestures, modeling, repetition, and chunking (i.e., dividing tasks into smaller sections).

I returned to the observation data again after completing an initial coding of the interview and assignment data. In so doing, I sought to ensure that my data analysis was driven by what the focal participants identified as being noteworthy to them, as they spoke and wrote about their cognition and practice related to class sessions and fieldwork visits. Then, based on the developing codes from the interview and observation data, I coded the observation data, identifying concerns/questions, change, beliefs, knowledge, and skills. For example, one focal participant, Nick, verbalized concerns about the use of students' first language (L1) in instruction. Therefore, when coding field notes recorded

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<sup>11</sup> Rather than causing me to deviate significantly from the semi-structured interview protocols, the observations allowed me to phrase the questions specifically in terms of their fieldwork contexts and ask more specific follow up questions.

in his fieldwork, I highlighted evidence related to when and how he used an EL's L1, adding the code "concern" to what had already been coded as "speech."

#### Researcher's Role

At the time of data collection, I was beginning my fifth year of full time study at Audubon University and was starting my fifth semester of teaching one or both versions of the "Teaching ELs" course, and by the dissertation defense, I will be in my sixth year of study and my eighth semester of teaching the course. This has given me an insider view of the institution and the teacher education program as well as the course, the instructors who teach it, and the preservice teachers who take it. This presents several advantages. First, obtaining permission from various members of the educational community to conduct interviews and access documents was easier for me as an insider. Second, I had already developed an understanding of the culture of the institution and teacher education program, including the values, knowledge, taboos, and formal and informal power structures (Bonner & Tolhurst, 2002). Similarly, my familiarity made it less likely that I would unnaturally modify the typical flow of social interaction within the institution, teacher education program, and courses (Bonner & Tolhurst, 2002). Additionally, I had an established intimacy that enhanced my ability to observe and describe how things really work (Bonner & Tolhurst, 2002). It would take an outsider a long time to acquire the knowledge I brought to this research study (Smyth & Holian, 2008).

However, there were also disadvantages to being an insider-researcher, which have been well documented in the literature (Coghlan, 2003; Sikes & Potts, 2008; Smyth & Holian, 2008; Tedlock, 2000). First, familiarity can lead to a loss of objectivity. I had

to be careful to avoid overlooking certain routine behaviors and expressions and to avoid making assumptions without seeking clarification. I also had to negotiate role duality as I balanced my insider role and researcher role (DeLyser, 2001; Gerrish, 1997). One practical and necessary way to negotiate this was by not using any of my fall 2016 students as participants.

I have spent eleven years of my career teaching as a grade-level or content-area teacher, one year in a suburban district as a third grade teacher and ten years in an urban district as a middle school math and science teacher. I came through a traditional undergraduate education program and my first certification was as an elementary school teacher. Therefore, I could identify with the preservice teachers taking these courses, the inservice teachers, and the instructors of the courses. Again, I was intentionally aware of the advantages and disadvantages of this insider-researcher role.

In all of my communication with focal participants and host teachers, I was careful to articulate that they should not do anything differently because I would be there, because I wanted to observe a typical class session. However, it is inevitable that they would be aware of my presence and engage differently. When conducting observations, I was aware that the teacher candidates looked at me periodically, sometimes sharing a smile over the students' heads as adults often do but at other times appearing to be gauging my response to the interaction or situation. After my first observation of Nick in his fieldwork classroom, he expressed that his host teacher was more intentional about incorporating him into the classroom and giving him an active role because I was coming to observe him. Similarly, Jeremy, who taught his lesson mid-semester, asked his host teacher if he could teach another lesson in order to meet my expectations of observing

him teach a lesson near the end of the semester. As the results will reveal, this opportunity to teach once, obtain feedback from his host teacher, and then teach again significantly impacted his ability to reflect on his teaching and improve his effectiveness. Again, while my presence as an observer was unavoidable in this study, this suggests that the focal participants may have had some advantage in terms of doing more in the field experience classroom because of my involvement. The accountability that my presence offered to both the host teachers and the teacher candidates likely increased the effectiveness of the field experience for at least some of the focal participants, an advantage that students in the course do not typically have.

In terms of the students in the preservice teachers' fieldwork classrooms, it is difficult to know if or how my presence may have affected them, but Jimmy mentioned after my first visit, "I was wondering if [the students] would behave differently because you were watching them, but they were— that's very normal for how they are." He seemed pleased that I had gotten to see their real personalities, which he had come to appreciate and enjoy. In terms of the preservice teachers' host teachers, Nick mentioned after my first observation that his host teacher told him she was trying to involve him more in the lesson because I was there, which suggests that my presence altered his experience. Leah also mentioned that her host teacher used a prop to explain a concept when I was observing, noting that she may have done it because I was there observing.

In a study such as this, which focuses on participants' developing understandings, it should be noted that my involvement with the focal participants increased their opportunities to reflect on the course, their fieldwork, and their own learning. While I was careful to refrain from giving them input, my presence in their fieldwork and the

questions I asked them likely influenced them in various ways. On one hand, the act of talking out their ideas with me, a human sounding board, may have provided an additional opportunity to recontextualize their developing understandings, an opportunity that their classmates did not have access to. As one focal participant, Nick, said near the end of our third and final interview, “This was actually like a really nice way to debrief a few times about the semester.” Another focal participant, Jeremy, mentioned in his lesson plan reflection assignment submitted at the end of the semester that one of his conversations with me helped him to articulate his ideas about how his understanding of what it means to be a high school English teacher has evolved over the course of the semester. While this is unavoidable in a qualitative study such as this and is worth the wealth of information I was able to gather through in-person observations and interactions, it is important to acknowledge that the focal participants may have had some advantage in terms of having extra, ungraded opportunities to process content in one-on-one conversation. On the other hand, the participants were aware that I was a researcher and some of them knew I had taught or was teaching the course. As a researcher and course instructor, they seemed to view me as an expert, which likely influenced the way they presented themselves in interviews and observations and the way they spoke about the course.

## CHAPTER 4

## BUILDING (FUTURE) TEACHERS' EMPATHY FOR ELS

The findings are organized around the ways that the teacher candidates developed empathy for ELS, more nuanced beliefs about ELS, and skills for differentiating instruction for ELS. In this chapter, I describe the patterns in the ways that the teacher candidates developed empathy. Through participation in the foundational course on teaching ELS, the teacher candidates developed a greater understanding of ELS' experiences in the United States and in English-dominant classrooms. A recurring phrase, used by the participants, was "in their shoes." The participants engaged in meaning making related to their developing understandings of ELS' perspectives and experiences, doing so in the context of their previous fieldwork or teaching experiences and current coursework and fieldwork. They also applied their developing understandings to their goals and identities as future classroom teachers.

Developing empathy seemed particularly important for those teacher candidates who began the course with negative or ambivalent feelings regarding ELS, as was the case for Jimmy, Chrissy, and Jake. Jimmy, as a secondary English major, rated the likelihood that he would teach ELS in the future as a 1 out of 10. His plan was to teach English as a subject, focusing on English literature, not as a language, a career goal that he viewed as being incompatible with teaching ELS. Chrissy, an early childhood and special education major, rated the likelihood that she would teach ELS as a 3, because she anticipated teaching in the suburbs where she did not expect to have ELS, a goal which seemed to have been reinforced by a negative experience at Pura Belpré, a "heavy EL school," the previous semester. In this previous placement, the ELS "just kind of sat

there” which she interpreted as an indication that the students, their parents, and their communities did not care about education. Jake rated the likelihood that he would teach ELs in the future as a 5 out of 10 based on the changing demographics in his home district. At the beginning of the semester, he thought teaching ELs would be optional and did not plan to volunteer to teach them.

Although Jimmy, Chrissy, and Jake appeared to have the most room to grow in terms of developing empathy, teacher candidates with a more positive orientation toward ELs also developed empathy. The course increased their understanding of the “student’s perspective,” as Kiyana, an early childhood and special education major, said. She rated the likelihood that she would teach ELs in the future as 8, because she wanted to be a “versatile teacher.” It also increased the teacher candidates’ ability to put themselves “in their shoes” as Jeremy and Lindsey, among others, said. Jeremy, who was a secondary English major, rated the likelihood that he would teach ELs as a 9 out of 10 and stated, in the first interview, that obtaining an ESL certification would be a “natural extension” of his English major, a sharp contrast to Jimmy, who was also a secondary English major. Lindsey, an early childhood major, rated the likelihood as 10 out of 10, at least in part because of the positive experience she had had at Pura Belpré, the same K-8 school at which Chrissy had had a negative experience. Lindsey planned to teach in an urban area and thought it would be “very unlikely” that she would not come across EL students due to national trends. Despite these teacher candidates’ various orientations toward ELs at the beginning of the semester, they, through the mediational means of artifacts offered by the course, developed more empathy for ELs as they reinterpreted previous fieldwork or

teaching experiences, recontextualized current course and fieldwork experiences, and adjusted their future goals.

#### Making Meaning of Previous Field or Teaching Experiences

One way in which the focal participants processed their learning was by applying it to their previous field or teaching experiences. For Chrissy and Kiyana, reconstructing their previous experiences seemed to help them process their developing understandings and monitor their growth, but in Jimmy's case, reconstructing his previous teaching experiences seemed to reinforce his existing orientation towards ELs.

Although Chrissy and Kiyana began the course with different orientations towards ELs, they were both impacted by a video and simulations, which were symbolic artifacts offered by the course. Because they used these artifacts to reflect in new ways on their previous field experiences, the artifacts can be said to have mediated their developing cognition. The video was "Immersion," a short film based on the character of Moises, who had recently emigrated from Mexico to California and was preparing to take his first math test in the U.S., and the simulations involved Misha, the instructor of the early childhood sections of the course, speaking or writing in Russian. These symbolic artifacts helped Chrissy and Kiyana develop more empathy for the ELs in their previous field experiences.

The impact of the video and simulation seemed to impact Chrissy because they both connected with her own sociohistorical context of struggling in math classes. In the video, Moises was facing the challenge of taking his first math test in the United States, and one of Misha's simulations also involved math. It is also likely that the simulation and video mediated change in Chrissy's empathy for ELs because both made use of

languages that she did not know. The simulation was in Russian and the video was predominantly in Spanish, with sections in which the English spoken by the teacher and the English written in the math test was orally or visually garbled to represent an EL's perceptions.

Chrissy explained the simulation and her reaction to it, saying, "The other day [Misha] spoke to us in her native language, Russian, and tried to have us do a math problem and I was just sitting there like, 'I don't know any of this!'" The video and simulation seemed to function together as mediational means through which she was able to express her emerging understanding of ELs' experiences in English-dominant general education classrooms. She stated:

I am interested in teaching ELs [if they are in a suburban school] 'cause I feel for them, like it's hard to be in a situation that you can't learn because you're stuck. I struggled in math a lot and it was just like such a block for me growing up so like I understand that their block is like, 'I don't understand,' like you're looking at this and it's foreign. That's how I looked at math.

Chrissy's use of first person, saying, "I don't understand," suggests that through the mediational means of the video and simulation, she was experiencing a transformed conceptualization of herself and ELs as having something in common, a divergence from her description of ELs in her previous fieldwork. She described ELs in her previous fieldwork as not wanting to learn, contrasting them with students in suburban schools where "the motivation's already there." She also blamed the ELs' lack of academic engagement and success on their parents, describing the teachers as doing everything they could. In both of these associations, Chrissy was separating ELs from herself. She had grown up in a suburban area where motivation was high in direct contrast to unmotivated urban ELs, and she identified herself as a very caring and invested teacher,

in contrast to ELs' parents who did not value education. Therefore, finding a connection between her challenges in math with ELs' challenges seems like an important step in her development of empathy.

We see evidence that the video and simulations, as mediating tools, were used by Chrissy to reinterpret her previous fieldwork. Chrissy stated:

I love the course so far. I was a little skeptical of it though because of my past experiences, 'cause I was in a very heavy EL school so I didn't know what we were gonna learn as far as how to help the kids but I feel like so far Misha's been able to put us in their shoes like with the activities that we do in class [e.g., the video and simulation] and like, how would you feel like sitting here trying to learn something that you don't like? I think it's been really awesome so far, I feel like I've been learning a lot and I wish I had this class before I had my practicum last semester.

Using phrases like "I was a little skeptical" and "I didn't know what we were gonna learn" as well as "I wish I had this class before I had my practicum," Chrissy demonstrates some awareness of the dissonance between her belief that the cause of ELs' lack of engagement and success in urban general education classrooms is the fault of the students and their parents and her developing understanding of the challenges that ELs face, knowledge she would have liked to have been able to apply during her previous fieldwork.

We see that Chrissy continued to reinterpret her previous fieldwork throughout the semester. In our third and final interview, she stated:

Last semester I was in a classroom for field work or practicum and there [were] EL students, but the teacher told me nothing about them, and they just sat there the whole time, so it was really good this semester, and I feel like I have a better understanding of where they come from as students, because *last semester it seemed to me that they just didn't wanna learn, but this semester I see that they could be nervous or they really could have no clue what's going on*. I think I have a better understanding of how hard it is to be an EL student especially if you come in your first year at fourth grade like I was in, versus this semester, it's been so nice 'cause they're in kindergarten. They have a ton of time to learn, grow,

and figure everything out, so I definitely have a newfound respect for the EL students and how hard it could be. (Added emphasis)

In this interview on December 14, Chrissy repeated her previous assumption that “kids of the [city] school district” did not want to learn, suggesting that it was a strong impression that she had formed during her previous fieldwork experience at Pura Belpré. However, she is not making the same kind of sweeping negative statement that she had previously made. Instead of speaking generally about urban kids, she references ELs in particular, admitting that she made uninformed assumptions about them. She also describes an increased awareness of how ELs’ experiences and challenges vary depending on their grade level, recognizing through her current placement in a kindergarten class that the fourth graders she had previously observed needed a lot more support than they were getting.

Like Chrissy, Kiyana had also had a previous fieldwork experience in a classroom with ELs. Her previous fieldwork experience took place in a pre-kindergarten class in which the majority of the students spoke Spanish. She described the situation as follows:

My [host] teacher didn't speak Spanish, and . . . it was hard for her to communicate. She just points, or she had one student that was able to speak English and Spanish. [That student] translated, but not fully because she's only three years old, so how much can you expect from her? It was frustrating for the teacher, because she did have a big pre-K class. She did have a teacher's aide, but the teacher aide of course didn't speak Spanish either, so [the staff] couldn't really tell if [the students] were getting the help that they needed or not, just because there was a language barrier.

Even though she was required to teach a lesson that semester, Kiyana said that she could not “because my students spoke Spanish.” She said, “I just did this reading thing, and I don't even think my students understood the book I read to them at all.”

Like Chrissy, Kiyana also identified the video and a simulation as being impactful and was able to use them to reinterpret her previous field experience with ELs. While

both of them experienced an increase in empathy, Chrissy's reinterpretation of her previous field experience focused on her beliefs about ELs and their families, while Kiyana's reinterpretation of her fieldwork focused on modes of engagement with ELs.

Reflecting on this video, Kiyana stated:

I watched a video where when the teacher was talking, he had to take a test, and he's a smart student, but because he spoke Spanish, he wasn't comprehending anything yet, but he had a teacher that went above and beyond and got him a test in Spanish so he can display what he knows, and I think that was really cool, because not that many teachers would do something like that.

Kiyana applied her developing awareness of how teachers can support ELs by reframing the video to give it a more positive ending than it actually had. In fact, in the video, the viewer sees Moises' teacher attempting to find a test in Spanish for him to take but never actually sees her finding one, and in the video, he proceeds to take the test in English. It seems that the video was impactful because it prompted Kiyana to empathize with the difficulties Moises experienced when trying to understand the English math test in order to accurately demonstrate his math knowledge, which led her to think of possibilities for addressing his academic needs. She connected this issue, that is, ELs not being able to demonstrate their learning, to both her previous fieldwork experience and, as shown below, her mother's experiences as an immigrant EL.

Based on Kiyana's description of her previous fieldwork, it seems that she would have previously viewed the situation (i.e., an EL having to take a standardized test in English) as being inevitable or unavoidable, but she was now able to identify a potential solution, that is, providing the EL with a version of the test in his L1. After describing the ending of the video, Kiyana continued, saying, "Like the [host] teacher I had with all the students [who] spoke Spanish— We have so many apps nowadays, [the teacher]

could've like figured out something to get across to these students. Especially since a majority of [her] class spoke Spanish.” Through watching the video, she reflected in a new way on a previous fieldwork experience in which her host teacher did *not* go “above and beyond” for ELs. After gaining an ELs’ perspective from watching the video, Kiyana was able to identify additional modes of engagement, such as providing a test in a student’s first language or using an app.

In contrast to Chrissy and Kiyana, who found course artifacts to be useful as they developed more empathy for ELs and applied their developing empathy to the reconstruction of previous fieldwork experiences, Jimmy’s connections between the course and his experiences teaching “the fundamentals of language” to toddlers for three years seemed to limit any development of empathy for high school ELs. He began the course not wanting to teach ELs in his future high school English classes, believing that secondary-level English could not be taught and could not learn except through the medium of fairly advanced levels of English. This orientation may have limited the extent to which course artifacts mediated change in his cognitive (and affective) processes.

In his journal entry, which Jimmy posted after reading an excerpt of the textbook that focused on second language acquisition and discussing it in class, he applied his understanding of ELs’ learning of English to the context of his work with toddlers at a preschool. He wrote:

I spend a lot of time with children who are developing their initial language skills. . . . Based on the Venn Diagrams that we did in class on Tuesday, it would appear that their development is not incredibly different, rather, it is pretty similar with a few minor alterations in the trajectory of the development.

Jimmy repeatedly positioned ELs as being similar to their English-speaking peers, writing in his journals: “I feel as though there have been very few things that we have learned so far about ELs that make them any different than our other kids,” “As we have discussed in class, a lot of the strategies that we are talking about would be good for students who are native English speakers as well,” and after teaching a mini-lesson to his peers, “I think that it would be valuable to model things for your students always, not just for EL students, but also for students who speak English as their L1 as well.” Although Jimmy mentions course artifacts, including a course reading, class discussion, and an assignment, the extent to which they mediated change in his cognitive processes seems minimal, perhaps because he did not want or plan to teach ELs in the future. It was not until he interacted with ELs in his fieldwork that we see a change in his ability to empathize with ELs.

#### Making Meaning of Family Immigrant Heritage

In addition to applying her developing empathy for ELs to her previous fieldwork, Kiyana also made connections to her mother’s experiences as an immigrant. She identified Misha’s personal stories as serving as mediating means, developing her understanding of her mother’s experiences as an EL. In our initial interview, she shared how the course was giving her insight into her mother’s immigrant experience, saying about the course and instructor:

I don’t know what I’m going to really learn yet, because I’ve never been— I’ve been exposed to it, but I never really put too much thought into it, and now Misha has just kind of opened up my mind, and putting more thought into how it is, and giving her experience, her being a EL student as well. It kind of put me in a perspective of my mom, ’cause she came to the United States speaking a totally different language, and had to learn that. I never really put— ’Cause my mom speaks English now, so I don’t even consider how it was for her, but then after talking to her about this class, she said it was so hard that they put her back a year,

and it's not 'cause she didn't know the material, just they didn't know what she really knew yet.

Kiyana had answered the open-ended survey question regarding race/ethnicity by writing that she was “African American,” but I discovered through this interview that she had Jamaican and Bahamian heritage. She had been exposed to the Patwa language and the immigrant experience as a second-generation immigrant but had never thought much about the language aspect. In effect, the course, through the instructor's personal stories, told from the perspective of an immigrant to the United States, prompted Kiyana to talk with her mother about her childhood experiences as an EL. In the process, Kiyana personalized her developing knowledge of ELs and her developing empathy for them.

#### Making Meaning of Current Coursework

Both Chrissy and Kiyana were significantly affected by the video and simulation and were therefore able to apply it to their ongoing professional development in the foundational course. In the first interview, Chrissy identified “read[ing] articles about other kids and how they feel in school” as mediating tools. At the time of the interview, none of the course readings<sup>12</sup> had focused on ELs' feelings, suggesting that the mediating influence of the video and simulation affected the way that Chrissy continued to make sense of artifacts provided by the course. Kiyana was also able to recontextualize her developing understanding of ELs' experiences in the context of course readings, saying, “The article I just read for homework was on a student perspective of how they feel, and I

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<sup>12</sup> The syllabus included a reading on linguistic relativity (Boroditsky, 2002), Egbert and Slavit's (2010) “Academic Success: Learning the Language of School”, Gibbons' (2002) “Classroom Talk: Creating Contexts for Language Learning”, Mihai's (2010) “English Language Learners in the K-12 Environment in the United States”, García, Kleifgen, and Falchi's (2008) “From English Language Learners to Emergent Bilinguals”, Kim and Hinchey's (2013) Education English Language Learners in Inclusive Environments, and textbook chapters.

think the student was like, ‘It’s not that we don’t know the material, it’s just that the teacher can’t really access what we really know.’” Again, at the time of the interview, none of the articles were written from a student’s perspective. This appears to be evidence that the instructor’s emphasis on ELs’ experiences contributed to Kiyana’s ability to read the article in that way, converting the content into how a student might feel. However, as the course progressed and the readings became more technical and focused on language, Kiyana’s enthusiasm for the readings waned. In our second interview, she said:

The readings, they’re a little hard because they’re bouncing back from what she was talking about. They’re more on language. They’re all on linguistics and language. I stopped reading to be honest. It’s just really hard to understand, because what I wasn’t understanding in class, I thought by reading it in a book I would understand, but that was really, really hard.

It seems that Kiyana’s increased understanding of ELs’ challenges helped her interpret articles in a meaningful way early in the course but did not help her navigate later readings.

Jake also referenced a particular course reading as being useful to his developing understanding of ELs. The article, titled “Linguistic Relativity” (Boroditsky, 2003), presented evidence from various studies to suggest that one’s language affects the way one perceives the world. He described the outcome of the first couple of weeks of class, in which they learned about “the intricacies [of] learning a new language” as impactful to him and his classmates, saying, “We all have a new mindset for what it’s like to not just be a teacher of an EL, but to actually be an EL student.” He identified two concepts as being useful to him in understanding ELs’ perspectives: (a) “words in certain languages don’t translate” to English and (b) people describe concepts differently, such as when

some languages use left and right but others use cardinal directions. He described these concepts as “things like that that you don’t think about, that when you’re teaching and you have ELs in your room, you think that’s simple enough but . . . it’s much deeper than that inside the [EL’s] head.” Here Jake personalized the course reading by identifying its usefulness to him as a (future) teacher of ELs. We see evidence that the article mediated a change in his cognition. He described his previous thinking that concepts were “simple enough” for teachers to explain and ELs to learn, contrasting it with his increased awareness of the challenges ELs faced when learning English.

Teacher candidates in the early childhood sections of the course responded positively to a video, an article, simulations, and personal stories from the instructor.

These seemed to lay a strong foundation for the students that helped them engage in course articles and assignments in a meaningful way. Lindsey captured this connection between the foundation laid during class and an out-of-class assignment, saying:

In terms of the class itself, I think I’m learning a lot of interesting stuff, and it’s opening my eyes to a lot of stuff that I don’t necessarily think about because I’m not an English language learner. I think Misha does a good job of urging us to step into their shoes and think about what it would be like as a student, and how you can use that to plan how you’ll teach that student. Right now we have an immersion assignment. So, we have to go spend 30 minutes in a setting where pretty much the majority of the people around you don’t speak your language. So, I haven’t done it yet, but I think that’s going to be a pretty eye-opening experience.

Although Lindsey does not mention specific course artifacts beyond the instructor’s urging, we see evidence that her empathy for ELs is developing. She uses phrases like “opening my eyes” and “I don’t necessarily think about” and applies her developing understanding to the way she approached an upcoming assignment, welcoming it as an opportunity to continue to “step into their shoes.”

### Making Meaning of Current Fieldwork

Teacher candidates also applied their increase in empathy to their current fieldwork. Chrissy and Jeremy converted their developing understanding of ELs' experiences to modes of interaction with ELs in their fieldwork. Chrissy applied her developing empathy to efforts to make the ELs in her fieldwork comfortable, and Jeremy drew on empathy as a basis for providing scaffolding for ELs in the fieldwork context.

Chrissy's development of empathy seemed to be further developed when she learned of the concept of the silent period which some newcomer ELs experience. Knowledge of this concept combined with her developing empathy for ELs seemed to give her a foundation for wanting to make the ELs in her kindergarten fieldwork classroom comfortable. In her discussion board post on October 22, she engaged in meaning making related to her involvement in the fieldwork, writing, "Often, I am helping the new [EL] student feel comfortable even though they are in their silent period. I do this by making jokes or being silly. This week the new student was very shy so I spoke softly and made a few jokes to help him warm up." Not only does the content of this discussion board post show that Chrissy is continuing to embrace the teacher's role of making ELs feel comfortable, she is also implementing various modes of engagement (e.g., small group instruction, speaking softly, incorporating humor). In contrast to her previous field experience in which she seemed to have minimal interaction with ELs, she was able to connect with the ELs in her current fieldwork. In her third discussion post on November 28, Chrissy reflected on her time in the field, writing, "I built a very good relationship with the students. I feel as though I also was able to assist the EL students in

becoming more comfortable in their classroom as well as help them come out of their silent period.”

Similarly, Jeremy was able to apply his developing empathy for ELs to the way he responded to a discussion board post in which one of his classmates posed the question, “Should we allow Google Translate and other translating devices in the classroom?” In response, Jeremy posted the following on October 26:

I think that we should absolutely allow students to use Google Translate during class. There are a lot of reasons, but here are two:

1. Put yourself *in their shoes*; imagine if you could not understand what the heck was going on around you. You would want Google Translate, too.
2. It is a type of scaffolding. Allow them to use it the first few times you do an activity, or ask a question, then do the same activity/ask the same question and tell them to put Google Translate away. (Added emphasis)

There seems to be a cognitive and emotional element to Jeremy’s recontextualization of ELs’ perspectives in the fieldwork context. Using the phrase “what the heck,” he alludes to the frustration an EL might feel if they were unable to use Google Translate to make sense of their surroundings in a general education class. Being able to put himself in the shoes of ELs, he encourages his classmate to do the same, framing this empathy as foundational for making instructional choices.

In contrast to Chrissy and Jeremy who were able to apply their developing awareness of ELs’ experiences to the fieldwork context, it appears that Jimmy experienced the most significant change in his empathy for ELs *through* the fieldwork. As mentioned above, Jimmy consistently emphasized the commonalities shared by ELs and their non-EL peers, deemphasizing any differences in their language development and instructional needs. However, through interactions with ELs in his fieldwork, which served as the mediating means, Jimmy’s experienced an internal cognitive shift. He

recognized that caring for immigrant ELs might intersect with politics in a way that it would not for non-ELs. It seems that prior to Jimmy's interactions with ELs in his fieldwork the day after the fall 2016 election, Jimmy valued caring for students but thought of all students as needing similar care.

One of Jimmy's main motivations for becoming a teacher was a desire to support students. As a high school student, when his mother became very sick and passed away, his teachers provided emotional support. He explained, "My teachers were like this amazing group of people who really made me feel like I had a family and a place that I could go and stuff, so from that moment on I just had to be a teacher. It was something that I just really wanted to do so I could help other kids." Jimmy brought to the course a strong desire to support his students, defining care based on his own experience of being supported in the loss of his mother, suggesting that his concept of the teacher's role aligned with supporting students in the midst of difficult home- or family-based situations.

Jimmy's understanding of what it meant for a teacher to provide support were challenged when he visited his fieldwork the day after the fall 2016 U.S. presidential election when Donald Trump was elected. His visit to the field that day seemed to significantly impact his cognition, causing him to reflect on the students' response to the election and his role as an educator. Having attended Catholic schools with minimal diversity from kindergarten through twelfth grade, he had not had much exposure to immigrants. In his second discussion board post for the course, he captures how his cognition developed by interacting with immigrant ELs in his fieldwork after the presidential election. Because it captures an important internal cognitive (and emotional)

shift as he empathized with his ELs in a way he had never empathized with students

before, it is included in its entirety:

This Wednesday at my fieldwork was the hardest day of school I have ever had to face. Obviously, it is because of the recent presidential election. I work with EL's [sic] in a pull-out ESL classroom. All of the children that I teach are immigrants. Some are legal immigrants, some not. According to my host teacher, there are a lot of issues surrounding verifying whether or not the students are citizens or not. I personally do not care whether they are legally here or not. What I do care about is that they are children, the faces of the future, and they deserve to be educated all the same. [The K-8 school] had a somber tone to it when I arrived on Wednesday morning. The normally bustling school was quiet, and the students all seemed down. I had a feeling this would happen, but I never imagined that it would effect [sic] children on this level. After all, the oldest students in this school are 13, so it is quite incredible that there were second graders who were disappointed by the outcome of the election.

Now, before this appears to be a political rant, I would like to explain why this is so important. The students in my class, who I have grown quite fond of since we started spending time together, are afraid they will be removed from this country. They are afraid they will be shipped back to "where they came from" regardless of what awaits them there. This is not the American Dream as I have come to understand it. This is an American Nightmare, and my students were living in it. This day was hard for me because I, as a representative of adulthood, knowledge, support, and answers had to answer their questions. I had to assure one of my students that he would not be in Honduras without his parents soon. I had to assure another student that he would not be sent back to Africa, and that he does in fact belong here. It was only complicated by the language barriers that existed between us. My students are wise beyond their years, and they had some strong opinions about Mr. Trump's immigration policy.

This brings me to the part of this post where I pose a question, or rather a series of questions to my classmates, to educators, to America. What is my role in their life? What am I responsible for? Is it my job to comfort these children? Am I responsible for their emotional, physical and mental well-being? Am I supposed to remain "apolitical" in this time of great civil unrest? Am I not allowed to discuss the way in which the country has responded to this phenomenal election? This is what has been bothering me since the results were declared. It has long been taboo for teacher [sic] to share their political opinions with their students, but what if your students feel like they are in danger? What if your students are unable to focus because they are terrified? What if a little boy is crying because America represents everything that they had ever hoped for, and soon might be forced out? These are the things that challenge me as a future educator, and as a current human being. I know this may seem like Liberal grandstanding, or even an attempt to make a bigger deal out of something than there needs to be made, but I don't think so. I think that this is something that we need to talk about more.

I think that we need to be trained to handle emotional issues as well as educational ones. Rousseau said that we are responsible for educating the whole child, how can we do that if our hands are tied? Even beyond the election, how does one handle the daily tragedies that face our youngest members of the population? I am hopeful that I was able to comfort these children, but at the end of the day, is that even my job?

Knowing that Jimmy began the course with a strong view of the teacher's role as including emotional support for students, his questioning of whether or not comforting his immigrant students was part of his job and his expressed desire for more training in "handl[ing] emotional issues" is striking. It seems that prior to this fieldwork experience, Jimmy had defined emotional support for students as being limited to students' individual and very personal circumstances, and like his other views of ELs, he seemed to view all students as needing the same type of caring. As a White male, he had likely not experienced or considered emotional issues on a national level or of a political nature. Likewise, it seems that he had never before experienced tension regarding his role as a supporter of his students. In the midst of his reservations about "shar[ing] political opinions with [his] students," he reported assuring his EL students that they would not be deported and did indeed belong in the United States, suggesting that even while his cognition were in flux, wrestling with the nature of his role as an educator, he empathized with his students, acting in the way he deemed necessary for their well being, which was likely a different response that he would have felt the need to provide for non-immigrant students. It seems that interactions with the ELs in his fieldwork classroom contributed to his feelings of "fond[ness]" for them, and his interactions with them the day after the election affected his conceptualization of what it means for a teacher to care for immigrant ELs. It seems that these interactions became the mediating means that altered his thinking and engagement with ELs.

### Making Meaning of Future Goals and Identities

With increased empathy, participants were better able to plan for having ELs in their future classrooms and had an increased desire for professional development related to teaching ELs. For Chrissy, her increased sense of connection between ELs and herself, through the “Immersion” video and her instructor’s simulations, contributed to “an intrapsychological commitment to action” (Ball, 2000, p. 236) both for her own professional development (e.g., “I just want to learn as much as I can of how to make them succeed and how to make them feel comfortable in the classroom”, “I just want to learn as many tricks of how to help these kids even if the school district isn’t on board”) and for the activities of teaching. Although she presented her ideas for accommodating ELs during tests hypothetically (e.g., “I would give my students a word bank”, “I would let them, as soon as the test starts, write down what the words mean”), she referred directly to her future teaching practice when she said, “I just want to do activities in my classroom where the rest of the kids too can understand and sympathize with those EL students.” By saying “in my classroom,” she is referring to her own future teaching practice, providing evidence that she is recontextualizing her new understanding, increasingly making it her own.

Similarly, Kiyana related her desire for more professional development directly to a simulation that Misha provided in the course, saying:

It’s awesome the way Misha’s helping me understand, because we did this role play, and she had these Russian words on there, and I was just like, “So this is what the student’s mind is going through.” Now it makes me feel this is how the students that I had that spoke nothing but Spanish that this is like a blank of everything we’re saying.

She continued, “I like those [simulations]. I think I’m going to just keep being here at Audubon, and adding more courses until you guys stop introducing me to new things.” Again, the simulations, in addition to the video, became mediating means, enabling Kiyana to reflect on her previous field experience with ELs in a different way and increasing her desire to pursue ongoing professional development related to teaching ELs.

As these findings reveal, teacher candidates who began the course with a variety of orientations toward ELs found empathy to be an important dimension of their development. As Jake said, “We all have like a new mindset now, for what it’s like to not just be a teacher of an EL, but to actually be an EL student.” Some were able to apply their increased empathy for ELs to reinterpretations of previous fieldwork experiences, such as when Chrissy acknowledged that ELs’ lack of engagement and success might have been due to their nervousness or their lack of understanding, rather than to a lack of motivation. In contrast, by connecting a course reading about second language acquisition to his previous work with toddlers in a preschool, Jimmy was unable to empathize with ELs until he interacted with ELs in his fieldwork, where he discovered they needed a unique type of care.

For the focal participants, an increase in empathy was linked to altered modes of engagement with ELs, as Chrissy interacted with ELs in their silent period, Kiyana identified new modes of engagement for supporting ELs’ learning, such as using students’ L1 or an app, Jeremy used empathy as a basis for scaffolding instruction using Google Translate, and Jimmy expressed care for his ELs’ wellbeing in new ways. In addition, an increase in empathy affected the way the participants engaged with and

desired professional development as they read course articles from an EL's perspective, anticipated course assignments, made plans for their future classrooms, and set goals for their learning in the course and beyond.

As the phrase "in their shoes" suggests, it seems important for the teacher candidates to identify ways in which ELs' experiences were different from their own. Of the 11 focal participants, the one that seemed to have the most difficulty empathizing with ELs was Jimmy, who kept reiterating that ELs were similar to other students until interactions with ELs in his fieldwork suggested otherwise. Other participants, too, identified an increased understanding of ELs' experiences and related feelings in English-dominant classrooms, experiences and feelings that were very different from their own, as being crucial to their learning in the foundational course. However, in Chrissy's case, it was also important for her to identify commonalities she shared with ELs, having begun the course viewing ELs as distinctly different from their peers.

## CHAPTER 5

### REVISING (FUTURE) TEACHERS' BELIEFS ABOUT ELS

Through participation in the foundational course on teaching ELs, the teacher candidates interacted with course artifacts that affected, to varying degrees, their beliefs about ELs and ELs' abilities, parents, and L1s. The participants applied their developing beliefs in the context of their previous fieldwork and teaching experiences, their current fieldwork experiences, and their visions of their future careers. The participants' beliefs seemed to be related closely to their knowledge, and as the teacher candidates' knowledge increased, through symbolic artifacts provided by the course and the accompanying fieldwork, they acknowledged and revised their beliefs. Similarly, the participants' beliefs seemed to be related closely with their experiential knowledge of ELs. That is, interactions with ELs in their fieldwork classroom challenged their beliefs.

Revising their beliefs seemed particularly important for those teacher candidates who began the course with beliefs biased against ELs and their abilities, parents, and L1s. This was the case for Chrissy and Jimmy, who both began the course not expecting to teach ELs in the future. As demonstrated above, Chrissy believed ELs and their parents did not value education. As this section will reveal, she also had beliefs about the relationship between English proficiency level and the learning of academic concepts. Jimmy had beliefs about ELs' abilities, which seemed to be a major factor in his ongoing resistance to having ELs in his future high school English classes. Both Chrissy and Jimmy experienced dissonance when their beliefs were challenged by interactions with ELs in their fieldwork.

Nikolay, who goes by Nick, had beliefs about the use of students' L1s in instruction. He had been an EL himself, having come to the U.S. from Ukraine mid-year as a first grader. Now as an early childhood and special education major, he rated the likelihood that he would teach ELs in the future as a 10 out of 10, providing the reasoning, "I was an EL when I first came to America. I suspect that my experiences can be helpful in my professional career." Leah, an early childhood and special education major, began the course with concerns about ELs copying from classmates, which she linked to the practice of pairing ELs with bilingual peers with the same L1. She had begun the course rating the likelihood that she would teach ELs in the future as an 8 out of 10 because of the prevalence of ELs in the United States. Through symbolic artifacts provided by the course and accompanying fieldwork, both Nick and Leah developed more nuanced beliefs about ELs' and their L1s. Because Chrissy and Jimmy developed beliefs related to ELs' abilities, they will be presented together. Likewise, because Leah and Nick developed beliefs related to the use of ELs' L1s, they will be presented together.

#### Making Meaning of Current Fieldwork Related to ELs' Abilities

Both Chrissy and Jimmy experienced observations of and interactions with ELs in their current fieldwork as mediational means. It is in Chrissy's fieldwork in an inclusive kindergarten classroom that she experienced a dissonance between her beliefs and what she was observing. She processed her developing beliefs through descriptions of the three students in her fieldwork with whom she spent the most time working: Damario, and two ELs, Victor and Rurik. In our second interview on October 25, she engaged in meaning making related to these students' knowledge of numbers one through 10. She

described Damario, who was not an EL, as being able to orally say all of the numbers but as being unable to write the numbers consistently, sometimes writing letters instead. In comparison, she said, “It’s funny because orally Rurik couldn’t do any of it ’cause he just was still so uncomfortable but . . . he wrote everything and had perfect handwriting too.” She noted that he whispered the number “ten,” explaining, “He knows it; he was just too shy so orally it was just a really big struggle for him.” As she reflected on her work with the two students, she added, “I wasn’t really working with Rurik as much as Damario ’cause Rurik academically knew everything, so I was just trying to talk and ask him about stuff and be like, ‘What color do you like?’ and you know, non-school stuff.” Her statement reflects some acknowledgement that Rurik had mastered the content prior to mastering English. She continued, “After that we did the workbook, which again Rurik passed with flying colors.” She summarized her analysis of Rurik’s abilities, saying, “So like to me, he’s academically like on the same level, it’s just that he needs to kind of warm up a little and learn some more of the language.” She added that her host teacher was “very confused.”

Chrissy’s references to Rurik’s academic skills as funny or confusing indicates that a contradiction is emerging through her interactions with ELs in an inclusive classroom. She seems unable to align Rurik’s academic knowledge and skills with his limited English proficiency. Her description of Victor, in the same interview, provides some insight into the contradiction she is sensing: “Now at least Victor knows how to follow directions and stuff, but like the academic stuff is gonna take a little bit which is understandable though, *’cause you have to know the language first to be able to do anything academic*” (Added emphasis). Her belief that English language proficiency

must precede the learning of content knowledge and skills was being contradicted by her observations of and interactions with Rurik.

Chrissy continued to make sense of this contradiction through the end of the semester, verbalizing her understanding that ELs could be “academically high” while having low levels of English proficiency. In the final interview on December 14, she described the role of the general education teacher in regard to ELs, saying:

[The teacher] is still responsible to make sure that they learn the objectives. It's okay if they can't speak them back to you, but like I was saying with the two ELs that I had, you know, they both were academically high. They knew what was going on. They couldn't write the letters or spell the letters but if you had them count it up, they could do the math correctly, so the teacher can't just say, “Oh, well, they don't speak English; they're not gonna learn anything.” No, they can learn; they just might not have the vocabulary to orally present it back to you, but they can still absolutely do the work. So it's the teacher's goal to continue to push them to get their objectives, but they don't always have to be oral or written responses.

In this interview, she was able to express her revised belief that even ELs with low levels of English proficiency could learn and demonstrate their learning, and she was able to identify what mediated this change, that is, social interactions with two academically high performing kindergarten ELs.

Despite this new understanding, Chrissy continued to problematize ELs' and their parents' limited English proficiency, linking it to deficits in effort and motivation. She ended the semester “frustrated” that Rurik still did not participate in class beyond a whisper and did not talk with her or her host teacher. She explained:

[My host teacher] thinks he's actually above grade level as far as his academics but the issue is that he just doesn't participate or talk enough to her, and he just puts his head down when you try and talk to him, like he doesn't want to talk to you at all, so she's like super frustrated because she's like, “I see it in his work. He's academically strong, but he's gonna fall so behind if he just can't get comfortable” because [he's] out of his silent period.

She found this “very weird” and struggled to conceptualize how an academically strong student would refuse to communicate with the teacher; she suggested that his English was still insufficient, he still did not feel comfortable enough, and/or he was using his limited English as a “crutch.” She mentioned a possible mode of engagement, “sit[ting] down with the parents and see[ing] what was going on” but did not seem hopeful that this would be effective, because “the parents often don’t want to learn the language.” She continued on to differentiate between Rurik’s parents who were trying to learn English, which was “pushing him and helping motivate him” and Victor’s parents who “don’t speak any English” and “don’t want to learn English.” She mentioned that her host teacher “tried to talk to them and they don’t want to learn English, so she was like, ‘I really can’t help him too much because his parents don’t.’”

In Chrissy’s interviews, we see her refer to her host teacher’s expertise for interpreting student behavior, mentioning that her host teacher was “confused” by Rurik’s academic abilities, was “super frustrated” with Rurik’s limited engagement with teachers, and was resigned to not being able to help Victor much because his parents did not want to learn English. By incorporating the perspective of this expert other, Chrissy seems to be providing a rationale for her existing beliefs about ELs and their parents rather than reconceptualizing them.

To a degree, Chrissy developed her beliefs about the relationship between English proficiency and academic learning through her interactions with ELs in her fieldwork. To a degree, Jimmy also developed his beliefs about ELs’ abilities through his interactions with ELs in his fieldwork. For Jimmy, this was related to the enjoyment he experienced interacting with the ELs in his fieldwork placement in an 8<sup>th</sup> grade pull-out ESL class.

Having begun the semester believing that teaching ELs would be boring, his comments in our second interview on November 8 provide evidence that he was revising his beliefs about ELs and about how he felt when working with them. He said, “They’re funny. They’re interesting, those boys<sup>13</sup>, they’re really funny. I like them a lot.” He also mentioned enjoying how the ELs in his fieldwork had “jokes that they return back to.”

Through the mediating influence of classroom events, Jimmy observed ELs doing interesting things with language. This seemed to represent enough of a perspective transformation to lead Jimmy to plan for extended talking time in the lesson that he taught, suggesting that he thought the ELs could engage in prolonged conversation. The conversations that occurred during the lesson he taught provided more opportunities for him to develop his understanding of what ELs can do with language. In our third interview, he recounted specific conversations that occurred during his lesson, such as when “Brandon actually made a joke that I thought was really funny, because I was saying that the river is blue, and he said, ‘Not the river in [our city]. Green.’ [laughs] I was like, ‘Yeah, you’re right.’” He described Brandon and his use of English as follows:

Brandon’s funny. He has just enough English that he can make jokes, and that’s his favorite thing to do. He likes to, like, play with words a lot, which I think is really useful. . . . He’s like experimenting with bigger concepts in English where you would use irony or things like that to be funny. It’s interesting to me that he attempts to make jokes to me, like he always does. He wants me to laugh at them, I guess, and I do because I think they’re really funny.

He also recounted the interaction in which Axel and Charles had a “semi-English, semi-Swahili, semi-French, semi-Spanish disagreement about whether or not there were jeeps in Africa,” adding, “It’s so funny to me that they get into these fights all the time because they’re so interesting and silly, but also they’re having real intellectual debates about

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<sup>13</sup> There were no female students in Jimmy’s fieldwork classroom.

stuff using such limited language. It's really cool." As Jimmy made these observations of ELs with low English proficiency making jokes, playing with words, experimenting, attempting to use irony, and having intellectual debates, he expanded his concept of how much English is needed to have interesting conversations in English. His revised beliefs are represented in his post-lesson reflection, in which he wrote: "Some things that I have learned: EL kids aren't stupid; language barriers are not as powerful as one would be led to believe."

#### Making Meaning of Future Goals and Identities Related to ELs' Abilities

Through the mediating influence of interactions with ELs in his fieldwork, Jimmy reconstructed his career goals, factoring ELs into the picture. On November 8, he said:

I want to be able to talk about literature and have these conversations and read longer papers, and have— *not that you can't have real discussions with, you know, EL students*— I don't want to be misinterpreted. But I think that it's easier when you share a common language to have these more advanced conversations. (Added emphasis)

The italicized interjection suggests that Jimmy's experiential knowledge of ELs' ability to engage in real discussion even with low levels of English proficiency was prompting him to revise his beliefs. Whereas he had previously viewed having "real discussions" with ELs as impossible, he now viewed them as possible but difficult.

It is through the mediating influence of a course assignment, which required Jimmy to plan, teach, and implement a lesson in his fieldwork, that Jimmy continued to develop his beliefs about what ELs are capable of. In his lesson reflection, submitted on December 4, he made sense of these understandings, applying them to his future teaching practice and professional development:

I think that one of the major things that this experience has taught me is that I should not underestimate EL students. I think that in planning my lesson, I was

less than aware of their abilities, and may have sold them short. I need to make sure that I am conscientious that they are students, just like any others, they just don't speak English. I think that this is one of the lessons that I really need to work on with myself, if I discredit these students, what can I hope for them to learn from me?

Although Jimmy, who began the course asserting that ELs were just like other students, suggesting that teaching ELs required “just good teaching” (de Jong & Harper, 2005, p. 102), there is now a new layer to his interpretation of the similarities between ELs and their peers. Here he describes ELs as having abilities similar to their English-speaking peers, noting that he had underestimated ELs' capabilities when planning his lesson. His previous description of ELs as needing the same kind of instruction as their peers seemed to represent a lack of desire or intention to make adjustments to his teaching practice, but describing ELs as being as capable as their peers seemed to represent an increased desire or intention to adjust his teaching practice. In this reflection, he expressed an awareness that he would need to continue to “work on” not underestimating or discrediting ELs in the future.

Again, in our third interview on December 6, Jimmy emphasized the mediating influence of the lesson plan assignment, saying, “Trying to plan a lesson definitely informed my idea about lesson planning. This idea of differentiation didn't really click with me until I tried to plan a lesson for kids who speak different languages.” The experience of working with and teaching a lesson to the students in the beginning-level eighth grade ESL class of his field work served to develop his cognition, so that he ended the semester considerably more open to having level four and level five ELs in his future high school literature classes. He explained, “If I can plan a lesson where I incorporate, you know, Swahili and Spanish and English, I can definitely plan a lesson where I

incorporate a level four EL, a level five EL, and then kids who are on grade level,”<sup>14</sup> adding, “I really want to make sure that all of my students are learning and this experience has definitely shown me that I can even when before I kind of thought that it would be impossible to do that.” Jimmy’s openness to having ELs in his future high school English classes was limited to ELs with higher levels of English proficiency (i.e., “level four” and “level five”), suggesting that he ended the semester unable to visualize incorporating ELs with lower levels of English proficiency into his classes.

Both Chrissy and Jimmy experienced repeated interactions with ELs as mediational means, challenging their beliefs about what ELs with low levels of English proficiency could learn and do. Still, it seems that they ended the semester with persistent beliefs about ELs’ limitations.

#### Making Meaning of Previous Field or Teaching Experiences Related to ELs’ L1s

Both Nick and Leah had concerns about the use of L1 in their previous field or teaching experiences. Early in the course, Nick expressed a view of students’ L1s as a barrier to learning English. Nick’s concern about the use of L1 and his perception of it as a barrier seemed to be influenced by his own immersion experience in the U.S., having personally experienced only half a year of pull-out ESL instruction. He expressed his beliefs, applying them to the context of his work as a dance teacher at a local privately owned Russian elementary school. He found it “weird” that parents sent their Russian-speaking children to the school, expressing his concern, “I’m not sure how [students are] going to learn if they’re always just translated [to].” Although he chose not to speak Russian with students, he said their parents often asked him questions in Russian, adding

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<sup>14</sup> Jimmy is comparing ELs with developing English proficiency with students with grade-level literacy skills.

“I respond in Russian just out of necessity because they might not speak English. I flip flop back and forth a lot.” So, although Nick could speak Russian, he chose not to speak it with students, believing it would prevent them from learning English.

Leah’s beliefs were also tied to a previous teaching experience. In her case, it was a field experience in a general education elementary school classroom composed almost entirely of ELs. In our first interview, Leah referred to her previous field experience, reporting that her previous host teacher would seat ELs next to bilingual students with the same L1, adding, “I think they were just telling the [ELs] the answers because they all of a sudden had a lot [of answers filled in].” She also expressed concern because the host teacher “would just start talking Spanish to the students who spoke Spanish as a first language,” explaining, “I feel like they weren’t learning as much because they’re not learning the English curriculum, they’re learning through Spanish.” It seems that Leah began the course believing the use of ELs’ L1s by peers and teachers, at least in the context of her previous fieldwork, was not effective.

Leah was impacted by course artifacts, including course discussions and an article. Although she did not provide much detail about these artifacts, there is evidence that they mediated change in her cognition as she came to acknowledge that the use of students’ L1s could be beneficial. In her discussion board post on October 26, she referred again to pairing ELs with a bilingual student with the same L1, noting, “As we discussed in class, this strategy has positive and negative benefits.” She contrasted her growing knowledge from the course with her previous lack of knowledge, noting that during her previous fieldwork, she “had no idea what [she] or the the teacher was supposed to be doing.” Specifically, she mentioned the host teacher’s use of Spanish,

saying, “The teacher, she spoke Spanish, so she would mostly translate, which I learned through this class that that’s okay, but at the same time the students need more exposure to English.” She identified a course article as helping her develop a greater understanding of why interaction in English with peers was important, saying:

One of the articles we read said group work allows the student to practice more of the oral English language and also hear— contextualize the language different from the teacher. I thought that’s really interesting and important, something that I would really not think about before.

Identifying class discussion and a course article as the mediational means, Leah seemed to develop more nuanced beliefs about the role of L1 in instruction, coming to acknowledge that using an ELs’ L1 was “okay” and had “positive benefits” but that interaction between peers in English was also valuable, as she constructed and reconstructed her previous field experience.

#### Making Meaning of Current Fieldwork Related to ELs’ L1s

Interestingly, Leah referenced course artifacts related to the role of L1 in instruction and peer interaction in her October 26<sup>th</sup> discussion board post, which she applied to a reinterpretation of her previous fieldwork. In contrast, Nick referenced a lack of input from the course related to the role of L1 in our interview on October 31. He said, “One thing we didn’t really talk about in the EL course is if we’re faced with a situation where we speak the language.” Trying to make sense of the lack of guidance from the course regarding the use of L1 in instruction, he thought that maybe the instructor, Misha, had not covered the topic in class yet or that the course would not cover it because general education teachers need to be able to teach ELs of all language

backgrounds and “not just the second language that we speak.” He then referred to his recent discussion board post,<sup>15</sup> saying:

I did say that I translate for kids, and I felt awkward writing that because I wasn't sure if that's a good practice or not. We've never really addressed that in class. . . I felt kind of awkward. I wasn't sure if I should write it or not, but I do translate, and so I think it is helpful.

It is possible that Nick's perception that the course had not covered the topic is an indication that the course artifacts did not mediate a change in his thinking. Nick was instead influenced by fieldwork interactions with Russian-speaking ELs who seemed to benefit from his use of Russian. As our interview continued, he stated, “I try to be more aware of how I speak, certainly with ELs, and I try to answer in English.” He provided the example of a higher level EL, Alex, who, after finding out that Nick spoke Russian, began speaking Russian to him. Nick reported that after discovering that Alex spoke English, he tried to answer him in English, adding, “It's not fair to the other kids.” Nick reported explaining to Alex, “If you're able to communicate in English, let's talk in English.” It seems that Nick was experiencing some perspective transformation as he acknowledged that providing translation for ELs with low levels of English was “helpful,” a practice that he had not previously engaged in when working with ELs as a teacher at the private Russian elementary school. However, he had doubts and was not sure if it was good practice. He was intentional about not using Russian with ELs who

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<sup>15</sup> In his post, he wrote, “A few of the students in the class are native Russian speakers and speak very minimal English. I am able to assist those students in understanding directions and some instruction. When students are broken up into small groups, I help the students in different groups and try to spend time in each group so as to offer support – translation, offer ideas, and help with directions – for some individual students in small groups.”

could communicate in English. It seems that his beliefs were being challenged by the needs of the ELs in his fieldwork and his ability to respond to those needs using Russian.

Although Nick's beliefs specifically about the use of L1 seemed unchanged by course artifacts, the course did facilitate his increased understanding of potential modes of engagement with ELs beyond the options of using or not using students' L1s. In particular, Nick was influenced by the concept of comprehensible input. He wrote and spoke about his use of comprehensible input strategies when talking in English with ELs in his current fieldwork. As before, when he defended his use of Russian with ELs in his fieldwork because it was "helpful," he identifies ELs' reactions to his strategies as an important aspect of his ongoing implementation of comprehensible input strategies. He wrote in his discussion board post on October 25, "When I am using these strategies [of facing the learner, speaking clearly, and not using idioms and figurative language], I notice that students are able to follow along with what I am saying and are able to be more engaged and interested in the instruction in general." He continued to reconstruct his developing understanding of comprehensible input strategies by describing his use of them in the fieldwork, writing in his post on November 29 that he used body language, facial expressions, and gestures, describing these as "helpful tools," because "students could tell from looking at me what I was saying and not from just listening to me."

In addition to unnamed course artifacts through which Nick learned about comprehensible input, his host teacher's example became mediational means through which he encountered classroom practices related to the use of L1. Nick's host teacher paired ELs with the same L1 together and allowed them to communicate in their L1, a

practice he maintained when teaching his lesson. In his post-lesson reflection, Nick described his interactions with ELs during his lesson, writing:

I was able to be helpful during this time as I could talk to the students that are L1 and L2 Russian speaking students. I spoke English to them but could understand their responses. I followed the example of the classroom teacher, and allowed the students to speak their native language when they felt that they could better express their thoughts.

During another part of the lesson, during which students observed ice melting on a hot plate, Nick positioned an EL with low levels of English proficiency near him. He described his an interaction with this EL in his lesson reflection as well. He wrote that when the student did not understand the task of drawing the ice, Nick modeled the act of drawing, said the word “draw” in Russian, repeated it in English a couple of times, pointed to the place in the science journal where he was supposed to draw, and said draw in English again. Nick’s description of his work with this EL suggests that as he continued to make meaning of ELs’ positive responses to L1 input and comprehensible [English] input, he chose to use Russian, although sparingly.

Like Nick, Leah was able to apply her developing beliefs, which were influenced by the course, in her fieldwork. In the lesson that she co-taught with Maddy on December 9, Maddy had paired an EL with an English-speaking student. Leah recounted that at first the English-speaking boy said, “But she can’t speak English,” to which Leah responded, “Oh, actually she can speak some English. I’ll come over and we’ll talk.” She continued her narrative, saying, “I went over there and they were working really well together. I thought it was actually really good because I think a lot of times [in the class] the students are really just paired with their EL partner. . . . I think it’s so important for them that they also have that exposure to students who are native speakers in English.” It

seems likely that the course article about group work contributed to Leah's modes of engagement with this EL and the English proficient peer. Believing that it was important for ELs to engage with English proficient peers, she provided support for this peer interaction and was pleased with its success, which may have further reinforced her belief that ELs could and should have opportunities to interact in English with peers. Having begun the course with concerns about ELs only communicating in their L1, she gained practical experience, through her fieldwork, with another option: teacher-supported peer interactions in English.

#### Making Meaning of Future Goals and Identities Related to ELs' L1s

During the course, through symbolic artifacts of class discussions, a course article, and observations of and interactions with ELs, Leah continued to develop her beliefs about the advantages and disadvantages of pairing ELs with a bilingual peer with the same L1 and of providing instruction in students' L1s. She reconstructed her developing beliefs as she imagined her future teaching, realizing that although it would be "helpful" to have students who share the same first language in her future class, having this type of peer support for ELs would not be guaranteed. Likewise, although she knew some Spanish, having studied it in high school and college, she would not be able to speak all of the languages potentially represented in her future classroom. She explained her thought process, saying in our third interview:

"Okay, so I'm going to be in an EL classroom<sup>16</sup> one day. What if I don't speak any of their first language?" I guess I learned through this class that there's other strategies you can take and it could actually be a good thing for them to be more exposed to the English language than to translate back and forth.

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<sup>16</sup> Based on the context, Leah seems to be referring to a general education classroom with ELs in it.

It seems that Leah's beliefs about the use of L1 in general education classrooms became more nuanced. Her growing knowledge of strategies in addition to translation seemed to increase her confidence in her ability to teach ELs even if providing oral translation in their L1, either by peer or teacher, was not an option.

When Leah recontextualized her beliefs about the use of L1, she visualized herself as a teacher in a general education classroom. Nick planned to become a classroom teacher, too, but he hoped to eventually become a school administrator. In his fieldwork for the foundational course, he came into contact with the instructional model of teaching content in students' L1 because the school had a Russian math program. Despite the dissonance he experienced related to his beliefs about the use of L1, he spoke positively about the program in our second interview on October 31, connecting it to both his career goals and his own schooling. He said:

I'm certainly in the position where I could be useful, especially in the school that you observed me in, especially in the classroom that I was in where majority of the students are Russian. I do find that it could be useful in an area like that, and not only as a teacher, but also in a position of administration. Like I mentioned, the Russian math. The administration I think is doing a really good job in that school in promoting that because they do have a lot of Russian students and rather than having them sit in a class where they're not understanding anything or having a hard time understanding, they opened up a class where they're speaking Russian now.

He also personalized his developing awareness of the advantages of offering Russian math to his previous experiences as an EL, saying, "That would've been a cool program for me to be in when I spoke good proficient English and not bad Russian. I could've been in a program like that as well, which would've kind of supported [me]." In this interview, Nick continued to express concerns about the role of L1 in instruction, wondering how placement in Russian math would affect students' English development

and their ability to perform well on standardized math tests in English, but his contact with this model appeared to develop his cognition, increasing his understanding of the potential merits of using students' L1 in instruction.

As these findings reveal, teacher candidates began the course with beliefs related to ELs' abilities, parents, and L1s. Through repeated interactions with ELs in their fieldwork classrooms, the beliefs of Chrissy and Jimmy were challenged. Chrissy reconstructed her beliefs to recognize that even ELs with low levels of English proficiency could learn and demonstrate their learning. However, her negative views of ELs' parents persisted. Jimmy reconstructed his beliefs to recognize that even ELs with low levels of proficiency could engage in interesting conversation. He applied this internal cognitive shift to the importance of guarding against his tendency to underestimate ELs' abilities when planning future lessons. Still, he remained unable to imagine having ELs with lower levels of English proficiency in his future classroom.

Both Leah and Nick benefitted from opportunities in the fieldwork to observe and interact with ELs as their beliefs about the use of L1 became more nuanced. Leah was also influenced by a class discussion and a course reading, while Nick was also influenced by course artifacts related to comprehensible input and by the class-level choices of his host teacher and the school-level choices of the principal. We see that the interplay between the course input and their fieldwork experiences was crucial to the development of their beliefs.

## CHAPTER 6

## EQUIPPING (FUTURE) TEACHERS WITH SKILLS TO DIFFERENTIATE FOR ELS

Through participation in the foundational course on teaching ELS, the teacher candidates developed skills related to differentiating instruction for ELS. The teacher candidates applied their developing knowledge of and ability to implement these skills to their current coursework and fieldwork and to their future identities as teachers. Developing skills for differentiating “the process or the product,” to use Leah’s phrasing, was relevant to all of the focal participants. Whereas the teacher candidates began the course with varying attitudes towards ELS and beliefs about ELS, they appeared to be quite similar in their assessment of themselves as not having skills related to planning and implementing differentiated instruction for ELS. They consistently reported a lack of strategies and/or a desire to learn strategies. This was the case even for Maddy, who had spent the previous summer volunteering at a public elementary school in Bangkok helping students of all ages develop their English skills. When asked about her goals for the course, she said:

I’m just excited to see how [my host teacher] plans and how she differentiates for [ELs] because I never really had to do that, in lesson planning and in teaching. I mean in Thailand it was laid-back. I wasn’t writing lessons. So I’m excited to see that. I hope that I can take what we’re learning in the class and use it.

She began the course rating the likelihood that she would teach ELS in the future as a 9 out of 10 because she planned to teach abroad and/or in a general education or ESL classroom in the United States. Likewise, even Shawn, who was retaking the course, having gotten a poor grade<sup>17</sup> the previous semester, was unsure of and very nervous about providing appropriate support for ELS, especially those with low levels of English

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<sup>17</sup> He attributed this to his poor performance and grade on a group project the previous semester.

proficiency, at the beginning of the fall 2016 semester. He began the course rating the likelihood of teaching ELs in the future as 9 out of 10, based on national trends and his previous field experiences in which he noticed ELs and bilingual students.

The only participant who did not express a clear desire for instructional strategies for ELs at the beginning of the course was Jake. He felt that having ELs in his class would be optional, stating in the first interview, “I wouldn’t say I don’t want them, but I’m also not gonna raise my hand and say I’ll take them,” adding that although he would not ask for ELs to be in his class, he was “up for” the challenge.

In this section, I present how various participants, including Jake, Maddy, Shawn, Lindsey, Nick, and Nadia, applied their developing understandings of how to differentiate for ELs in their current fieldwork classrooms and to their future teaching practice. These participants were chosen because they represent different ways of applying their developing understandings of differentiation. They were also chosen because they represent varying extents to which the participants described themselves as being able to implement their developing knowledge of differentiation strategies. In this way, this chapter presents evidence that the course artifacts mediated change in their cognition and practice to varying degrees.

As the teacher candidates engaged in meaning making, in their lesson reflection assignment and in the final interview, they reconstructed the lesson, evaluating their efforts. Jake and Maddy both felt good about their planning and implementation of differentiation strategies in their lessons, although they identified different course artifacts as mediational means. Nick felt insecure about his implementation of differentiated materials; Lindsey felt her implementation was less effective than she

would have liked; Nadia regretted being unable to convert course input into a strong lesson; and Shawn felt good about his implementation of differentiation strategies in one-on-one interactions with ELs.

### Making Meaning of Current Fieldwork Experiences

One way in which the teacher candidates processed their developing understandings of strategies related to differentiating for ELs was through observing their host teacher and reflecting on what they would do differently if they were the lead teacher. This was the case for several of the participants, including Jake and Maddy. Although they would have preferred to see more of the strategies they were learning about in the course enacted in their fieldwork, they were still able to use course input to reconstruct their fieldwork experiences with an eye for what could or should have been done. As Jake said, “I feel like a lot of times in fieldwork you learn more so what not to do.” In spite of this, Jake stated that he was learning from the course, saying, “I don’t know if a year ago, when I wasn’t in this course, if I would be sitting in the back of the room picking up on the same things that I am now.” He explained that he was learning skills and strategies in the course, but then not seeing those things in place in the field. He said, “I’m never like, ‘Oh look, she just did that, and that’s something that we learned that you should do.’ It’s more like, ‘She probably should’ve done that, but she didn’t,’ which is still a good. Obviously I’m learning something.”

When reflecting on the lesson that he taught, Jake attributed his ability to plan a science lesson that was accessible to the ELs in his kindergarten fieldwork classroom to a particular course assignment, the “classroom video analysis.” This course artifact required students to watch and analyze a video depicting an excerpt of a lesson taught in

an inclusive classroom. He recognized the assignment's usefulness as scaffolding for the lesson plan that he and a classmate co-taught near the end of the semester, saying, "One of the things was to watch that video lesson and identify comprehensible input strategies. . . . That's something that [my classmate and I] were very easily able to [apply to our lesson], like, "Let's change this and do this and repeat this and stress this and gesture this." He added, "A lot of that comes naturally, but I think also knowing that that is a strategy, it makes you more aware." Having learned about comprehensible input strategies as a way to differentiate instruction for ELs and having applied them in the classroom video analysis paper, he felt well equipped to incorporate them into his lesson. Jake also recognized the mediating influence of the course requirement to teach a lesson in the field, admitting that in his small group interactions with ELs in his fieldwork classroom, he had not actively implemented course strategies. He contrasted this to planning to teach the whole class lesson, saying, "Once [my classmate and I] started planning the lesson, that's when we were like, 'We have to look at what strategies we need to use for this lesson, 'cause now we're teaching to a wide range of ELLs.'"

Like Jake, Maddy felt that her host teacher did very little to differentiate for the ELs in her first grade fieldwork class, but that the requirement to teach a whole-class lesson mediated change in her ability to plan and implement a lesson differentiated distinctly for beginning, intermediate, and advanced ELs. In our third interview at the end of the course, Maddy explained that the lesson plan helped her know how to "teach different levels of ELs especially in a class when it's not just EL students" and for the first time "how to specifically differentiate for them without just making it easier for them." Maddy and Leah applied their developing knowledge about differentiating for

ELs by creating three versions of the exit ticket used at the end of their lesson (See Figure 6). ELs in WIDA levels 1-2 were asked to circle images and words, ELs in WIDA levels 3-4 were asked to circle words, and ELs in WIDA levels 5-6 were asked to write or draw a picture to answer the questions. Maddy explained that the lesson plan format, which had three columns for differentiations: one for ELs in WIDA levels 1-2, one for ELs in levels 3-4, and one for ELs in levels 5+, aided her in differentiating objectives and materials.

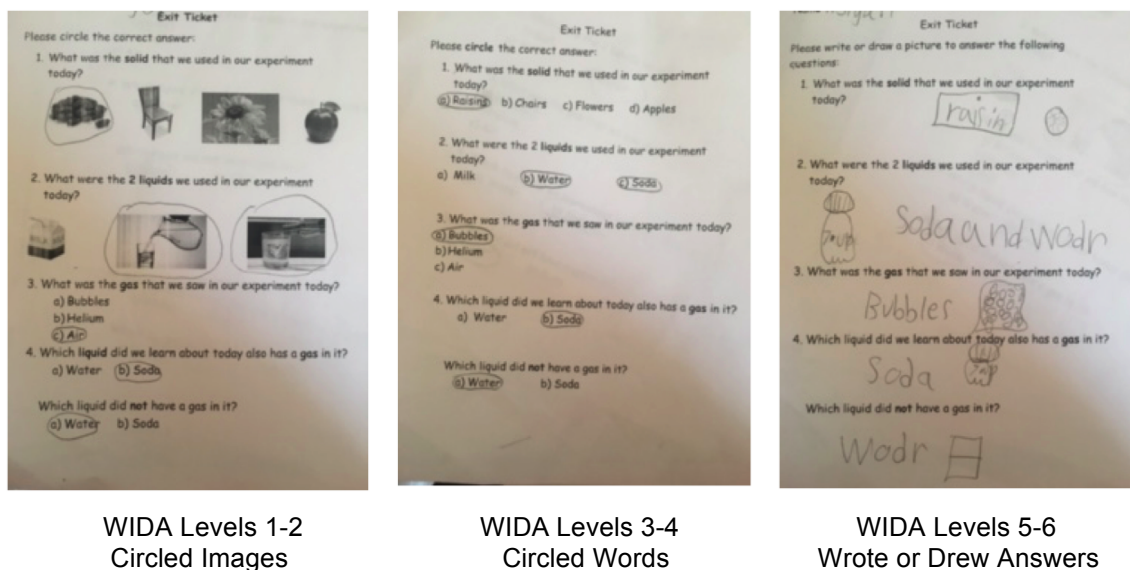


Figure 6. Summative Assessments for ELs of Differing WIDA Levels

In contrast to Maddy and Leah who felt that their lesson was a success because the ELs were able to learn and demonstrate their learning through the differentiated materials, Nick felt insecure about his use of differentiated materials. Although using differentiated materials was not a classroom norm in his fourth grade fieldwork classroom, he and his classmate decided to create a differentiated “science journal” for the lesson that they co-taught. In the three different versions, students could demonstrate their understanding by drawing pictures, labeling, or filling in answers. In our third

interview, he reflected on the use of differentiated materials, saying, “It felt like a good idea, but in practice, I think it was a little weird.” He found students’ responses to the differentiation to be disconcerting, saying, “Some kids were like, ‘Oh, my page doesn’t look like this. My page doesn’t look like that.’” His comments fluctuated between positive comments such as, “Certainly looking at the work, it seems like a good approach because everyone got to express themselves,” “It seemed to work,” and “It sounds like a good approach” and negative comments, such as, “It was hard to control what the students were doing,” “Maybe [it was] a little weird or a little too direct like we were changing something too much,” and “I don’t think they’re used to someone doing that.” Although Nick’s understanding of differentiating for ELs had been developed sufficiently enough for him to try these practices, he was insecure about the messiness of their implementation.

Two of the focal participants reflected with disappointment on their lessons but offered different reasons for their disappointment. Although Lindsey incorporated scaffolding into her lesson on habitats through the provision of a word bank, she felt ill equipped to differentiate materials, reflecting in our final interview:

I kind of had an idea of what to do, but physically putting that into practice, I was just like, “Oh, I don’t know what to do,” and then I didn’t want to just go and do what I thought would be okay, without really, truly knowing, “Is this going to work?” So, I kind of just stayed with what I knew would be safe and just gave everyone the same thing and just tried to make it as accessible as possible.

It seems that the artifacts provided in the course and fieldwork did not sufficiently mediate change in Lindsey’s ability to apply differentiation strategies to her fieldwork context. She said, “Even though we spent so much time talking about best practices and techniques and strategies for ELs, I didn’t really know what that would look like in a

lesson.” It seems that course artifacts mediated more change in Lindsey’s awareness of the importance of differentiation for ELs than in her ability to visualize, plan, and implement differentiation. On the other hand, it seems that Nadia, who did not mention differentiation, experienced less change in her cognition and practice than Lindsey.

Nadia began the course rating the likelihood that she would teach ELs in the future as a 10 out of 10, providing the reasoning, “Because I want to teach in an urban environment, and I really hope to develop my Arabic and Russian so I can work with children from those countries.” Despite this positive orientation towards ELs, she seemed to struggle to identify and apply course strategies to her lesson plan. When reflecting on her lesson, in which the second grade students watched a video on the water cycle, identified the stages of the water cycle on an image on the smart board, and labeled in writing the steps on a worksheet, she verbalized two strategies that she had incorporated into her lesson (i.e., she tried to “be very repetitive” and “explain things in a clear way”) and expressed regrets that she had not incorporated an experiment, saying, “I wish we could have done an experiment or something, but honestly me and my partner were so tired, we just wanted to get it done.” In her lesson plan reflection, submitted on December 14, she continued to process her disappointment in her lesson, stating that her previous work with ELs through babysitting and tutoring was quite different from working with ELs in a classroom setting. She added, “This was also my first time teaching students older than first grade. It was a little bit of a challenge for me, since I am really most familiar with working with preschoolers.”

The lesson plan was not the only context in which the participants contextualized their understanding of strategies for differentiation; one-on-one interactions with ELs also

provided opportunities. For Shawn, who was focused on basic teaching skills (e.g., projecting his voice and pacing the lesson) when implementing his lesson in his sheltered Algebra fieldwork classes, the one-on-one interactions that he had with students as he assisted them with their work provided a context in which he could develop and monitor his developing differentiation skills. In our second interview on November 11, Shawn described an interaction that occurred with a particular EL during a test on either his second or third visit to the field. He recounted:

I saw one student and I guess they didn't speak any English, because they just stared at their paper at first [and] because they wouldn't say anything to me or the teacher. I walked up and I was like, "Do you need help? Are you getting this?" something like that. They said, "I don't speak very good English." I felt like she was just trying to say pass by or something because then she turned her head back towards her paper, and I'm like, "Do you need any help?" [She responded,] "I don't speak English." I felt so bad."

When asked, "What did you do?" Shawn responded, "I didn't do anything. I walked away. I didn't know what to do."

As our interview continued, Shawn identified strategies that he was becoming more confident using in the fieldwork. These present a distinct contrast to his previous mode of engagement, that is, asking, "Do you need help?" and walking away. He described several things that he was now doing in the field: (a) speaking very small words, (b) drawing ELs' attention to the vocabulary, (c) "even actually do[ing] hand gestures," (d) carrying around a piece of paper to write or draw things to help explain, and (e) drawing the students' attention to the formulas written on the board, because "they didn't even realize they were there." Shawn's use of the words "even actually" when referring to doing hand gestures is noteworthy, suggesting that he felt self-conscious or hesitant about using them, but did so anyway. It seems that a desire to

communicate effectively with the ELs in his fieldwork and support their learning of math content motivated him to incorporate this potentially awkward behavior into his teaching practices.

In our final interview on November 29, it was clear that Shawn's experiences working with ELs of various proficiency levels, which he described as "those who spoke English, those who spoke no English, and those who spoke a little English," had developed his cognition, giving him increased confidence that he could in fact teach all three types of students. He described how he worked with these different types of students, saying:

I had to try and help all three. I had to know the best way to approach all three barriers. If they spoke English, simple. I tried to give them a quick explanation and that was it. Those who spoke little to no English, I would try and put it in smaller words. Instead of using a term like variable, I would say, "The X is your number that you don't know yet." Those who spoke almost no English, I tried the same approach, but I also tried to use it in even simpler terms. I may have just [said], "You take an X as a number," any way that would make it easy. I would just pinpoint numbers as I was looking at the paper for them and [they] could see that, "Okay, he's talking about this number. He's talking about that number." Then I would try and write out an example for them [and] I would go through it.

Although Shawn does not use any specific course terminology, he expresses a clear experiential understanding of differentiating for ELs of different English proficiency levels in the content area of math.

#### Making Meaning of Future Goals and Identities

Although Jake projected confidence at the beginning of the semester when he stated that he would not volunteer to have ELs in his classroom but that he was "up for it," it is possible that his lack of interest in teaching ELs was related to a lack of strategies for teaching ELs. At the end of the semester he was taking steps to pursue an ESL certification. He offered several reasons for his interest in the add-on certificate, saying

in the final interview, “I actually was interested in the course content throughout the whole semester. I just found it really cool and was like, ‘Oh, I can do this’ . . . I was engaged the whole semester and just found things interesting. So why not take more coursework like this and get a certification for it?” His comment of “Oh, I can do this” suggests that maybe he was aware of his lack of strategies at the beginning of the semester, and that his experience planning and implementing the lesson gave him confidence to pursue further study. He ended the semester, still planning to return to his home district to teach but now planning to be able to say, “Give me an EL class in the summer, and I can do that.”

The teacher candidates consistently referred to the lesson plan and its implementation as helping them feel more prepared to have ELs in their future classrooms. As Maddy said, “It definitely helped and made me feel more prepared to teach ELs in the future and to differentiate for them in the best way. Not just making it easier for them, while still challenging them, and have the same learning experience as the other students.” Lindsey, who was disappointed in her lesson, was still able to reflect on what she had gained from the lesson, which was a commitment to more careful planning. In her lesson, she had provided a word bank in which the words were capitalized although they were not proper nouns. When the ELs wrote the words in a cloze exercise, they capitalized the words even though they appeared in the middle of the sentences. In our third interview, she said, “I just assumed the student would know, ‘Well, this word is in the middle of a sentence, so it can’t be capitalized.’” She personalized this knowledge by applying it to a plan of action, saying, “And that’s

something that I didn't think of, and now in the future I'm going to look at those little, tiny details and think about how an EL student would look at that.”

In our final interview, Shawn expressed in interest in pursuing an ESL certification. When asked why he was interested, his first reason was as follows, “Because I had fun in this [course/fieldwork]. I had fun teaching the students who had trouble teaching themselves . . . I mean, I had fun knowing that I was able to help them, making a difference for all the students.” Similar to Jake who linked his developing ability to teach ELs to his interest in it, Shawn linked his sense of confidence in his ability to effectively teach ELs, even those with low levels of English proficiency, to a sense of enjoyment, suggesting that the course mediated change in their thinking, being, and doing.

## CHAPTER 7

### DISCUSSION AND IMPLICATIONS

To enhance our understanding of the development of general education teacher candidates preparing to teach ELs, I explored how 11 candidates made sense of their experiences in a semester-long foundational course on teaching ELs with an accompanying fieldwork. The findings from this study reveal that by making use of artifacts available through the course and the accompanying fieldwork, the participants developed empathy, more nuanced beliefs, and skills for differentiation. By collecting data from a diverse group of teacher candidates from early in the course to the end of the course, this study is able to identify impactful course artifacts, the ways in which the participants engaged with those artifacts, and the varying extents to which those artifacts mediated change in the participants' development. This concluding chapter is divided into two main sections. The first section summarizes the key findings, describing the changes that occurred in the participants' feelings, beliefs, knowledge, and skills and presenting the types of course artifacts that the participants identified as mediating change in their cognition and practice. The second section presents implications of the study for practice and future research.

#### Discussion

Unlike other similarly focused studies (e.g., Jimenez-Silva, Olson, & Jimenez Hernandez, 2012), this study acknowledges the backgrounds of the teacher candidates, providing insights into the ways that the teacher candidates used course artifacts to make sense of their varied prior personal, familial, and professional experiences as well as their future goals, which were influenced by their prior experiences. Rather than just gathering

data at the end of the course and assuming that the teacher candidates' knowledge, beliefs, and skills were outcome of the course, this study presents findings on the changes in the teacher candidates' feelings toward ELs, beliefs about ELs, and skills in working with ELs over the course of the semester. It also extends the findings from the study of Jimenez-Silva, Olson, & Jimenez Hernandez (2012), which found that teacher candidates identified interactive methods (i.e., instructional strategies, group activities, and peers) as contributing more to their efficacy in teaching ELs than traditional methods of instruction (i.e., lectures, PowerPoint presentations, textbooks, research articles, and course assignments/papers). The present study suggests that these types of methods can complement each other, because the participants identified elements of both traditional and interactive methods, to use the terminology of Jimenez-Silva, Olson, & Jimenez Hernandez (2012), as mediating change in their cognition and practice.

As stated above, the teacher candidates in this study developed empathy, more nuanced beliefs, and skills for differentiating for ELs. Woven through the participants' interviews and assignments is evidence that they were learning how to make content accessible to ELs, at least in part due to a greater understanding of the language demands of the instruction in the grade level(s) or subject areas of the certification they were pursuing. This sort of knowledge is associated with the systemic functional linguistics perspective of what general education teachers need to know in order to effectively teach ELs (Turkan & Buzick, 2016). There is also evidence that the teacher candidates were learning about the importance of peer interaction and incorporating ELs' home languages, both aspects of the sociocultural approach to preparing teacher candidates to

teach ELs (Turkan & Buzick, 2016). In this case study, it seems that the course drew on both perspectives, and the teacher candidates benefited from both.

The course impacted the teacher candidates' empathy<sup>18</sup> for ELs. There is evidence to suggest that empathy enhances teachers' practice especially in the teaching of culturally and linguistically diverse students (McAlinden, 2012). In the past couple of decades the construct of empathy has received more attention in teacher education practice and research, but the literature does not sufficiently address how empathy might be intentionally incorporated into teacher education coursework (Warren, 2018). While defining empathy in teacher education is beyond the scope of this dissertation, this study offers insights into how the teacher candidates described their empathy, how they made use of their empathy, and what artifacts they identified as mediating change in their empathy. The teacher candidates spoke and wrote about putting themselves "in the shoes" of ELs and gaining the "student's perspective" or "EL's perspective." They applied their empathy to their modes of interaction with ELs and to their interpretation of course readings and assignments. They also experienced empathy as a motivator for learning more about how to teach ELs. The participants, who were all English-dominant although their exposure to languages other than English varied considerably, often associated their empathy with an awareness of how ELs' experiences differed from their own, such as when participants verbalized how difficult it would be to learn grade-level content and be assessed in one's L2 and when Jimmy described immigrant ELs as potentially needing a different kind of caring (i.e., political) than their peers. However,

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<sup>18</sup> Empathy has been conceptualized in a variety of ways: as a disposition, trait, capacity, or process (Arnold, 2005; Baron-Cohen & Wheelwright, 2004; McAllister & Irvine, 2002; Rogers, 1957; Sutherland, 1986) and as having both cognitive and emotional dimensions (Gladstein & Brennan, 1987).

there were times when they associated empathy with similarities, such as when Chrissy connected her struggles in math with ELs' academic challenges.

The participants identified particular course artifacts that helped them understand ELs' experiences, including the "Immersion" video, simulations in which they were given tasks in a language other than English, the personal stories of the course instructor who immigrated to the United States from Russia as an adult, and a reading on linguistic relativity. I classify these artifacts under the broad category of ELs' stories and experiences.

The course also impacted the teacher candidates' beliefs about ELs. Their beliefs varied, but centered around ELs' abilities, their parents, and their L1s. It was in the area of beliefs that participants experienced dissonance in the process of altering their beliefs. Chrissy experienced confusion when she interacted with a newcomer EL with low levels of English proficiency and strong academic skills, which contributed to a change in the way she talked about what ELs could learn and do in general education classrooms. Jimmy wrestled with what it means to care for immigrant ELs in a political way, a struggle that seemed to represent his first acknowledgement that teaching ELs is not just like teaching any other student.

Chrissy's beliefs, related to ELs' capacity to learn content and demonstrate learning of content while developing English proficiency, were altered. However, her deficit views of ELs' parents, especially related to their motivation for and efforts in learning English, persisted. In their study of high school teachers of ELs, Santibañez and Gándara (2018) found that both novice and veteran teachers consistently identified engaging with parents of ELs as something for which their preservice training did not

prepare them. Since Chrissy was working towards certification in early childhood education, this study suggests that elementary preservice teachers may also benefit from opportunities to engage with ELs' parents and training for doing so. In Chrissy's case, she seemed to rely on the opinions her host teacher had of ELs' parents rather than her own experiences with them. Perhaps, just as interactions with ELs were helpful in challenging her assumptions about ELs, interactions with ELs' parents would have also been helpful. This study confirms the importance of preservice teachers receiving training related to working with parents of diverse cultural and linguistic backgrounds.

This study also confirms that teacher candidates were prone to view ELs' first language as an inappropriate scaffold (Meltzer & Hamann, 2004). Leah had beliefs about the use of L1 as a barrier to learning English which were expanded by a course discussion in which she learned there were benefits to the use of students' L1s and by a course reading that helped her think more deeply about group work. She then applied these beliefs to interactions with ELs in her fieldwork. Nick, who was an EL in elementary school, also had concerns about the use of L1. However, his beliefs were expanded by his experiences in his fieldwork as he interacted with ELs, observed his host teacher's practice of pairing students with the same L1, and came into contact with the school's Russian math program. He also developed more options for interacting with ELs in his fieldwork as he learned about comprehensible input strategies. I classify these artifacts under the broad category of repeated interactions with ELs, while acknowledging that coming into contact with ELs without the support and input of coursework is not sufficient, as demonstrated in this study by multiple teacher candidates who described

themselves as learning very little about ELs or how to teach them from previous field experiences that were not paired with EL-related coursework.

The course impacted the teacher candidates' knowledge of and implementation of strategies for differentiating for ELs. The degree to which their knowledge and skills developed varied considerably across the participants, suggesting that the extent to which course artifacts mediated change also varied across the participants. For example, whereas Jake felt prepared to teach a lesson to ELs, having already applied course concepts in the classroom video analysis assignment, Lindsey felt insufficiently prepared to apply her knowledge to her lesson and avoided doing so. Maddy felt her use of differentiated materials in her lesson was successful, while Nick had doubts about his. Shawn was able to develop and articulate specific strategies for working with ELs of varying English proficiency levels, but Nadia seemed unable to articulate changes in her understanding of strategies for teaching ELs. Despite this variability, teacher candidates consistently emphasized that their knowledge and application of strategies for differentiating for ELs was developed through opportunities to put their apply their developing understandings, mentioning two course assignments in particular: the classroom video analysis and the lesson plan. I classify these artifacts under the broad category of opportunities for application.

This variation among participants, with two of the eleven having difficulty articulating and/or implementing strategies for differentiation, suggests that even a three-credit course with an accompanying field experience does not represent adequate preparation for all teacher candidates. While it is important to examine this particular course at Audubon University to determine how it might have been better able to prepare

these two preservice teachers, the study suggests that a three credit course, rather than a one credit course (Lucas et al., 2008), be the minimum required for all preservice teachers. Even then, this study confirms the assertion of López, Scanlan, and Gundrum (2013), who stressed that one course is not sufficient, and successful completion of such a course, even if effective, does not make a teacher highly qualified to teach ELs.

For those teacher candidates who were able to do so, it seems that the process of designing and implementing a differentiated lesson was a new skill and experience. It seems likely that differentiating for ELs in their fieldwork increases the likelihood that they will differentiate in future teaching contexts. It also may decrease the likelihood that they will refuse to accept making instructional modifications for ELs as part of their responsibility, a documented attitude among content area teachers (Bryan & Atwater, 2002).

Although the majority of the study participants experienced an increase in empathy, developed more nuanced beliefs, and gained knowledge and/or skills related to differentiating instruction, achieving these outcomes does not make these teacher candidates experts in teaching content to ELs, much less in teaching English to ELs. However, it seems likely that successful completion of this course by undergraduate general education preservice teachers increases the likelihood that they will apply what they have gained, both in terms of cognition and practice, to their future teaching in general education classrooms, where they have a unique role to fill. It also seems likely that these preservice teachers will be better equipped to partner with the ESL specialists in their future schools and districts. As mentioned in the literature review of this dissertation, research has shown that ELs benefit academically when their general

education teachers have training in teaching ELs and their ESL teachers have specialist certifications (López, Scanlan, & Gundrum, 2013).

One foundational course on teaching ELs did affect the cognition and practice of general education preservice teachers, providing opportunities for them to grow in confidence for interacting with and teaching ELs. At the same time, they ended the course with remaining doubts or insecurities, understandably needing more opportunities to implement strategies, gauge their effectiveness, receive feedback, and make adjustments accordingly. It seems unreasonable to expect a one-semester course to produce teacher candidates with full confidence for teaching ELs, and a healthy dose of insecurity may motivate teacher candidates to pursue further educational opportunities through graduate level TESOL courses and school district sponsored professional development or through more informal avenues such as learning from more experienced grade-level partners, colleagues in their department, or their school's ESL teacher(s). In fact, research on teacher development has long suggested that this sort of metacognition, through which preservice teachers become increasingly aware of what they know and do not know, is an important part of teacher professional growth (Conway & Clark, 2003; Kagan, 1992). Perhaps because of these mixed levels of confidence, several of the focal participants ended the course interested in pursuing the state's ESL certification. It seems that they were confident enough to feel that they would be successful in further study, and lacking in confidence enough to desire more input.

It is important to note that at this point in these preservice teachers' preparation, they were still learning basic skills related to teaching and managing instruction in a

whole class setting. For example, after his first day of teaching<sup>19</sup> his lesson in a sheltered high school Algebra class, Shawn received feedback from his host teacher about wearing a watch in order to better pace the lesson, stopping the lesson five minutes early to check for understanding, and projecting his voice more loudly. This example serves as a reminder that the outcomes described in this chapter were achieved even while the preservice teachers were incorporating these basic teaching skills into their teaching practice, perhaps making the outcomes described below that much more significant.

### Implications for Practice

The participants in this study recognized the inclusion of the EL's perspective into course artifacts as particularly important to their development of empathy. Jake's comment at the beginning of the semester is representative of the participants' growth in empathy: "We all have like a new mindset now, for what it's like to not just be a teacher of an EL, but to actually be an EL student." This is an important finding of this study. While orienting the course towards general education teachers, their role, and their goals, it is likely also beneficial to emphasize ELs' perspectives.

There is a common perception that teachers teach the way they were taught, likely based on the years they have spent observing and evaluating their own teachers, a phenomenon referred to as *apprenticeship of observation* (Lortie, 1975; Borg, 2004). However, recent research (Cox, 2014) suggests that teachers' approaches to teaching are influenced by their own preferences as students and/or by their perceptions of the ways that students learn best. Regardless of whether teachers teach the way they were taught, teach as they prefer to be taught, or teach the way they believe students learn best, it

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<sup>19</sup> Shawn taught his lesson over two days, so he was able to make improvements on the second day.

seems crucial that (future) teachers, with the exception of teachers who were ELs, understand that the ELs sitting in front of them experience English-dominant classrooms *differently* than they did as students and that ELs have unique strengths and challenges which necessitate a different kind of teaching. To use the phrasing of the participants, this involved recognizing that ELs' shoes were different than their own. It was predominately the differences that captured the participants' attention, and they were able to apply this increased awareness of these differences to the reinterpretation of previous fieldwork experiences, to altered modes of engagement with ELs in their current placements, to the formation of learning goals for the course, and to plans for their future classroom teaching.

This study suggests that it is important that teacher candidates be given opportunities to recognize that ELs' experiences may differ in significant ways from those of their English proficient peers, and that doing so may contribute to an increase in empathy and an increased desire to provide appropriate accommodations or scaffolding for ELs. Based on the apparent impact of the student perspective on the participants' developing cognition and practice, it seems vital that these stories be a key element of courses such as the one being studied. In classes where the majority of the preservice teachers have English as their first language, the telling of these stories will likely need to occur through English, but whenever possible, bilingual texts or videos that involve translanguaging will help to increase the authenticity of the stories as well as increase the "simulation" aspect of the stories. Recommendations include "Immersion," readings from "Tongue-Tied: The Lives of Multilingual Children in Public Education," and poems from "My Name is Jorge." Including these artifacts may help to privilege the voices of

ELs, modeling for students the intentionality required to bring diverse voices into curriculum and instruction.

In this study, the teacher candidates' developing awareness of difference is in direct contrast to *difference blindness*, a term used by Larson and Ovando (2001) to expand the concept of *color blindness* to include differences in language, culture, class, and gender (Reeves, 2004). Reeves (2004) found that teachers' views of ELs as just "like everybody else" (p. 43) contributed to a lack of appropriate accommodations and supports for ELs. In an effort to treat all students equally, ELs were denied full access to the curriculum and to valid assessment opportunities. Although the ideology of *difference blindness* has harmful implications for ELs, the ideology of *the other* may be just as harmful. When students who are White, monolingual, and born in the United States are viewed as the norm, ELs are often positioned as deficient in comparison (Shapiro, 2014). Therefore, it may be just as important that (future) teachers recognize the similarities between ELs and their non-EL peers, such as when Jimmy discovered that ELs have abilities similar to their English-speaking peers and realized that he had underestimated ELs' capabilities when planning his lesson. Even recognizing ELs as being just as capable as their English proficient peers may limit ELs' educational opportunities if educators do not recognize ELs' "giftedness," which likely contributes to the fact that ELs are under identified in gifted programs (NCES, 2013).

Therefore, the findings of this study suggest that while providing opportunities for teacher candidates to recognize the uniqueness of ELs' experiences, it seems necessary to also provide opportunities for teacher candidates to engage in repeated meaningful interactions with ELs, confirming Levin & He's (2008) assertion that coursework without

fieldwork is minimally effective. In this study, these interactions with ELs mediated a shift in the beliefs of the teacher candidates who began the course with deficit views of ELs. It was when Chrissy and Jimmy interacted with ELs in their fieldwork that their views of ELs as being less capable were challenged. Chrissy's belief that ELs could not learn content or demonstrate their learning of content until they reached a certain level of English proficiency was challenged when she interacted with Rurik, and Jimmy's belief that ELs could not engage in interesting, clever, and humorous conversations with low levels of English proficiency was challenged when he interacted with the students in the beginning level ESL pull-out class.

Through the narratives of the focal participants, I found that many of the teacher candidates had prior teaching experiences in the United States, such as substituting, teaching in summer school or a private school, serving as a classroom aide, tutoring, and observing and/or teaching in a previous practicum or field experience. When asked about ELs in these previous experiences, most of the focal participants determined that there were no ELs in these contexts, explained that they did not ask if there were any ELs, or described the ELs in very general (negative in the case of Chrissy) terms, suggesting that field experiences without the input of professional development had limited impact on the teacher candidates' knowledge about ELs and strategies for teaching them. Still, these previous experiences were useful because the foundational course prompted the teacher candidates to reflect on these previous experiences in new ways. The teacher candidates' reinterpretations of prior classroom events gave them a sense that their cognition and practice were developing.

The findings of this study suggest that coursework related to teaching ELs is maximized when it is paired with a fieldwork component in which teacher candidates are able to have meaningful interactions with ELs and apply their developing knowledge of course concepts and strategies to one-on-one, small group, and whole class teaching. Likewise, fieldwork with ELs is maximized when it is combined with access to course artifacts, such as readings, discussions, and assignments. In this study, the fieldwork provided a context in which the participants could apply what they were learning from the course. Observing positive reactions from ELs, such as their successful demonstration of learning through the teacher candidates' differentiated assessment tools or their increased engagement in learning through the teacher candidates' use of comprehensible input strategies, seemed to build the participants' confidence in these strategies and their ability to utilize them. It was also through the fieldwork that the participants' beliefs were challenged and/or became more nuanced. Although not all of the teacher candidates began the course with negative orientations towards ELs, it is crucial that the course is effective in addressing this for those that do, because *beliefs* about ELs have been shown to influence teachers' decisions and practice as well as student achievement (Breen, 2001; Peacock, 2001). In Jimmy's case, it appeared that the relationships he established with ELs in his fieldwork affected his beliefs more than other artifacts provided by the course. For these reasons, the findings of this study support the teacher education model of requiring at least one three credit course with an accompanying fieldwork for all mainstream teacher candidates preparing to teach in PK-12 settings.

Teacher education literature frequently mentions the difficulty of accessing fieldwork placements where teacher candidates can observe best practices for teaching ELs (e.g., Darling-Hammond, 2010). While the findings of this dissertation study do not dismiss this concern, they do provide evidence that teacher candidates were able to apply strategies they learned from the course into their lesson even when they had not previously observed those strategies being implemented by their host teachers in their fieldwork (e.g., Maddy, Leah, and Nick differentiated materials in their lesson plan even though they had not observed their host teacher differentiating materials; Jimmy provided L1 translations of vocabulary even though his host teacher did not). They also implemented strategies into their lesson even when they had observed only minimal use of those strategies by their host teacher (e.g., Jeremy was intentional about using images more than his host teacher did). An important course artifact seems to be the course requirement to plan and implement a lesson in the fieldwork. It seems likely that the anticipation of teaching their own lesson impacted the way they observed their host teacher, observed the ELs' responses to their host teacher's instruction, and reflected on what they would do differently. Because of the lesson plan requirement, the teacher candidates' thinking progressed from the hypothetical to the practical as they made choices regarding how they would follow and or deviate from their host teacher's example. This finding suggests that such coursework should include an opportunity for teacher candidates to design and teach a lesson in the fieldwork classroom.

#### Implications for Research

This study confirms the Vygotskian (1978) emphasis on the *sociohistorical context* as being integral to the learning process. In this study, it becomes clear that the

participants' learning processes were closely related to their *sociohistorical context*, as participants used their prior experiences to make sense of new knowledge while also using their new knowledge to make sense of their prior experiences (Block, 2007).

Therefore, studies focusing on the development of teachers and teacher candidates who are learning how to teach ELs should consider the participants' sociohistorical context when gathering and analyzing data and when presenting the findings.

Despite the changes in cognition and practice that the teacher candidates experienced, mediated by symbolic artifacts in the course and fieldwork, it is difficult to ascertain the degree to which the teacher candidates internalized their learning. Without data extending beyond the temporal and spatial limits of this one course and accompanying fieldwork, it seems inappropriate to classify their learning as internalization, which Ball (2000) describes as “the process through which developing teachers move beyond positions of cognitive internalization of theory and practices toward transformative positions of reflective commitment needed to guide them in their generative development as [teachers]” (p. 229). While there is evidence that the teacher candidates were internalizing theory and practice in the sense that they were personalizing their knowledge by reinterpreting prior experiences, applying their knowledge to their interactions with and teaching of ELs, and setting personal goals related to their teaching practice and professional development, it is unclear how (or if) their development will extend beyond the course to their student teaching and teaching career.

This study confirms López, Scanlan, and Gundrum (2013)'s conclusion that one course is not sufficient, and successful completion of such a course, even if it is *effective*,

does not make a teacher *highly qualified* to teach ELs. This study significantly improves upon previous research studies by obtaining data at multiple points (survey, interviews, observations, and course assignments) over the course of the semester. However, its main limitation is that it does not follow the teacher candidates beyond this one semester, into their student teaching and future teaching careers. Therefore, it cannot provide any evidence of the long-term impact of such a course on these preservice teachers' cognition and practice, which should ultimately be the goal of such courses. This is both a limitation and a recommendation for further study.

One reason that long-term efficacy needs to be assessed is that research suggests that recent educational mandates related to high-stakes standardized testing, content standards, and district curricula significantly influence teachers' beliefs and practice related to teaching ELs (Asato, Zavala, Olson, Pacheco, & Gutiérrez, 2003; Gándara, Rumberger, Maxwell-Jolly, & Callahan, 2003; Gutiérrez, Asato, Santos, & Gotanda, 2002; Gutiérrez, Baquedano-Lopez, & Asato, 2001). Because current standards-based reforms in the United States are based on monoglossic language ideologies that reinforce the monolingual status quo and ignore the fluid language practice of ELs (Flores & Schissel, 2014), it seems possible that the positive developments in these preservice teachers' cognition and practice as well as the resistance they expressed in the midst of potentially limiting contextual factors may not translate to their early years of teaching when they are faced with state, district, or school-based teaching requirements that counteract or undermine the beliefs and practice they developed in their undergraduate coursework.

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## APPENDICES

## APPENDIX A

## ONLINE SURVEY ITEMS

1. My full name is...
2. I identify my gender as...
3. I am \_\_\_ years old (at the time of this survey).
4. I identify my race/ethnicity as...
5. What is your hometown? (If you've lived in multiple places, please list them.  
Thanks!)
6. Would you describe your hometown(s) as urban, suburban, or rural? (If you've lived in multiple places, please categorize each place. Thanks!)
7. How would you describe your socioeconomic status (SES) as a child/youth?
8. Briefly explain why you answered question #7 the way that you did. (On what did you base your answer?)
9. Please describe your schooling from preK to 12th grade. (Include applicable information such as the type of school, the district, the type of classes, etc.)
10. What languages have you learned or studied (formally or informally)?
11. How would you rate your proficiency in reading, writing, speaking, and understanding (via listening) these languages (low, intermediate, high)? (If you've learned/studied more than 1 language, please categorize your reading, writing, speaking, and listening in each language. Thanks!)
12. Have you traveled/lived outside of the continental United States?
13. If you answered yes to question #12, how long have you spent outside of the continental United States?

14. If you answered yes to question #12, why did you travel/live outside of the continental United States (vacation/leisure, education, service, birthplace, parent/guardian's work, etc.)? Feel free to explain.
15. What college classes have you taken that were related (directly or indirectly) to diversity and/or language? This includes courses in your major and general education courses. (Listing the course titles is sufficient, although if you can provide more info., that's great!)
16. How would you describe your exposure to people (friends, classmates, family members, acquaintances, neighbors, instructors, etc.) who speak languages other than English throughout your life?
17. If you have had any experiences working with ELs or people (of any age) learning English, please describe your experiences. (If not, please write N/A.)
18. What is your major, minor, and/or concentration?
19. If applicable, what certification(s) are you pursuing?
20. What grades and/or subject areas do you hope/plan to teach in the future?
21. How likely is it that you will teach ELs in the future? (1=not likely at all, 10=extremely likely)
22. Please explain your response to question #21. Why did you rate the likelihood that way?

## APPENDIX B

## INTERVIEW PROTOCOL: TEACHER CANDIDATES ONE

1. What is your age?
2. What is your ethnicity?
3. Where is your hometown? Would you describe it as rural, urban, or suburban?
4. How would you describe your socioeconomic status a child/youth?
5. Please describe your schooling from preK to 12<sup>th</sup> grade.
6. What languages have you studied? How would you rate your proficiency in reading, writing, speaking, and understanding these languages (low, intermediate, high)?
7. Have you traveled outside of the continental United States? If so, for how long and for what reason (vacation/leisure, education, service, other)?
8. How would you describe your exposure to people (friends, classmates, family members, acquaintances, etc.) who speak languages other than English throughout your life?
9. What is your major, minor, and/or concentration? What certification(s) are you pursuing?
10. What classes have you taken that related to diversity and/or language? This includes general education courses that touched on the role of diversity.
11. Do you have any experiences working with ELs in the past?
12. What grades and/or subject areas do you hope/plan to teach in the future?
13. Where do you hope/plan to teach in the future? (district, type of district, type of school, region, urban/rural/suburban, etc.)
14. How likely do you think it is that you will teach English language learners in the future?

15. How interested are you in teaching English language learners in the future?
16. What are your first impressions of the “Foundations of Teaching ELs” course?
17. Do you have goals for what you hope to learn or gain from your “Teaching ELs” course? If so, please describe them.

## APPENDIX C

## INTERVIEW PROTOCOL: TEACHER CANDIDATES TWO

1. What are your current impressions of the “Teaching ELs” course?
2. What are your current impressions of your field experience, including the school, host teacher, students, ELs, your role, etc.
3. How would you describe your experience of working with ELs so far?
4. Have you tried to implement any of the strategies you’ve learned about in the “Teaching ELs” course? If so, which ones? How did it go? What was easiest to implement? Why? What was hardest to implement? Why?
5. Did you try to implement activities or strategies you learned about but encounter barriers? Please explain. Were there other reasons you didn’t implement activities/strategies from the course?
6. Questions based on observations: I noticed that you.... I noticed that the classroom... I noticed that the students... I noticed that your host teacher... Can you tell me more about that?
7. How would you describe the learning of the ELs in your field experience class?
8. Do you think the course and field experience had any impact on your professional practice so far? Please explain.
9. Do you currently discuss strategies for supporting the learning of ELs with anyone? Please explain.
10. Are there any additional comments you would like to make?

## APPENDIX D

## INTERVIEW PROTOCOL: TEACHER CANDIDATES THREE

1. What are your current impressions of the “Teaching ELs” course?
2. What are your current impressions of your field experience, including the school, host teacher, students, ELs, your role, etc.
3. How would you describe your experience of working with ELs?
4. Have you tried to implement any of the strategies you’ve learned about in the “Teaching ELs” course? If so, which ones? How did it go? What was easiest to implement? Why? What was hardest to implement? Why?
5. Did you try to implement activities or strategies you learned about but encounter barriers? Please explain. Were there other reasons you didn’t implement activities/strategies from the course?
6. Questions based on observations: I noticed that you.... I noticed that the classroom... I noticed that the students... I noticed that your host teacher... Can you tell me more about that?
7. How would you describe the learning of the ELs in your field experience class?
8. Do you think the course and field experience had any impact on your professional practice so far? Please explain.
9. In what ways, if any, did participating in the class and field experience impact your perceptions of yourself as a teacher of ELs?
10. Do you currently discuss strategies for supporting the learning of ELs with anyone? Please explain.
11. What is the most important thing you will be taking away from this course and field experience?

12. What do you think the course/field experience should have included or provided in order to better prepare you to teach ELs? Do you have any suggestions for how the course/field experience could better prepare future cohorts to educate ELs effectively?
13. Are there any additional comments you would like to make?

APPENDIX E  
FINAL CODEBOOK

Data	Codes	Definition
Interviews Assignments	Artifacts	Any element of the course or accompanying fieldwork that the participants mentioned
Journals Discussion Board Posts	Meaning Making of <ul style="list-style-type: none"> <li>- past (previous experiences)</li> <li>- present (course and fieldwork)</li> <li>- future (goals and identity)</li> </ul>	Any indication that the participants were applying or making meaning of input from the course and/or accompanying fieldwork
	Emotions (e.g., frustration, sympathy, empathy, confusion, nervousness)	Any words or phrases suggesting that the participants were expressing feelings (their own or on behalf of someone else)
	Beliefs <ul style="list-style-type: none"> <li>- ELs</li> <li>- ELs' parents</li> <li>- ELs' L1s</li> <li>- ELs' abilities</li> <li>- Teachers/teaching</li> <li>- Models of instruction for ELs</li> <li>- School(s)/Education system(s)</li> </ul>	Any references to participants' beliefs related to teaching ELs
	Knowledge <ul style="list-style-type: none"> <li>- SLA</li> <li>- Terms</li> <li>- Instructional practices</li> <li>- Possibilities for action</li> </ul>	Any references to participants' knowledge related to teaching ELs (i.e., thinking about doing)
	Skills	Any references to participants' skills related to teaching ELs (i.e., doing)
	Concern/Question/Dissonance	Any concern/question posed by a participant; often, but not always, related to a sense of contradiction or dissonance
	Change or degree of change	Any indication of change or degree of change in participant's emotions, beliefs, knowledge, or skills
	Lack of change	Any indication that the participant continued to demonstrate the same emotions, beliefs, knowledge or skills

## Final Codebook, continued

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Fieldwork	Classroom norms
Observations	Participant's action
	Participant's speech
	Student's response
	Teacher language
	Student language
	Scaffolding
	Concerns/Question
	Change
	Beliefs
	Knowledge
	Skills

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