

August 2019

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Recommended Citation

Williams, Deborah J. Ed.D. and Ewing, Jim (2019) "Exposing Preservice Teachers to Emergent Bilinguals," *Journal of Multicultural Affairs*: Vol. 4 : Iss. 1 , Article 4.

Available at: <https://scholarworks.sfasu.edu/jma/vol4/iss1/4>

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Exposing Preservice Teachers to Emergent Bilinguals

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Linguistically and culturally diverse students constitute an increasingly strong presence in United States schools and communities (Nutta, Mokhtari, & Strebel, 2012). Approximately 20% of school-age children in the U.S. speak a language other than English at home (Scott, 2014). According to the National Center for Education Statistics (NCES) (2016), the percentage of public school students in the United States who spoke another language other than English was 8.8% in 2003-2004, 9.2% in 2012-2013, and 9.3% in 2013-2014. While teachers remain predominately white and monolingual, changing student demographics requires that teachers be prepared to teach children from cultures other than their own (Howard, 2006; Villegas, Saizede LaMora, Martin, & Mills, 2018). Unfortunately, many teachers have little intercultural experience and are not well equipped to address the needs of a culturally diverse population (Scott, 2014). This presents a major challenge to our schools.

For the purpose of this paper, we will refer to students who are learning English as a second language as emergent bilinguals (EBs). We reject the term “English language learners” because it places emphasis on the students not yet acquiring English proficiency and ignores that they may already have proficiency in at least one language (Garcia, 2009). In this study, the pre-service teachers (PSTs) were in a dual language school and these students will be referred to as EBs. The students who were

dominant English speakers and learning Spanish are also EBs, but the focus of this study is the students who were dominant Spanish speakers learning English at school.

Educator preparation programs can prepare PSTs by exposing them to linguistically and culturally diverse settings. The intent of our research was to explore monolingual PSTs’ attitudes toward learning to teach EBs in a dual language school. We sought to support and observe PSTs as they applied strategies learned in methodology courses to students in the field. In Villegas et al. (2018)’ review of the literature of PSTs learning to teach EBs, they call for more research. Despite an increase in the last 10 years, they also point out a lack of focus on the language needs that future teachers need to acquire. Rather than observing PSTs in monolingual settings where EBs’ first language is not valued (Villegas et al.), our study observes PSTs in a dual language setting.

Context

The current study occurred at Piney Woods Academy of Dual Language (pseudonym) in east Texas, with approximately 389 Pre-K-5th grade students enrolled. Student demographics comprised African American (11.3%), Hispanic (75.1%), White (9.5%), Asian (2.8%), and other (1.3%). When the school was designated as an academy in 2012-2013, it began a two-way immersion program in kindergarten. Both English dominant and Spanish dominant students received instruction in two languages (English and Spanish). The kindergarten students traveled as a cohort into first through fifth grades and continued to receive instruction in both languages. New students from the district were accepted in kindergarten each year.

Theoretical Framework

The concept of the Third Space, a sociocultural view of learning and development (Davydov, 1988a) supports the current study. Gutierrez (2002) introduced the term “‘sociocritical literacy,’ a historicizing literacy that privileges and is contingent upon students’ sociohistorical lives, both proximally and distally.” Based on an empirical case study of the Migrant Student Leadership Institute (MSLI) at the University of California, Los Angeles, Gutierrez (2008) postulated a shift in what constitutes learning and literacy education for youth based on their sociohistorical lives that connect the past, present, and imagined future. Accordingly, Gutierrez described Third Space as a paradigm shift from the zone of proximal development model (Vygotsky, 1978). Investigators in the present study explored monolingual PSTs engagement in a dual language setting or Third Space, and ability to apply best practices for supporting linguistically diverse students’ literacy development. Weekly written reflections, focus group responses, and field notes facilitated an integration of PSTs’ background knowledge with eight hours per week immersion and resulted in PSTs development of new historicized understandings. Modeling by mentors at the dual language academy played a critical role in PSTs’ learning, nonetheless, Gutierrez contends that background plus situated exposure in a Third Space play a more significant role in the learning process.

Review of Literature

Emergent bilinguals in P-12 settings continue to grow in the United States; therefore, educator preparation programs must stay abreast of current best practices and challenges related to these linguistically

and culturally diverse students, in order to prepare candidates to address their evolving needs. In spite of sparse research literature related to EBs and PSTs (Lucas, 2012; Villegas et al., 2018), our review highlights current findings and challenges educators in the United States consistently are met with today in seeking to prepare teachers to meet the needs of all learners. We considered the Council for the Accreditation of Educator Preparation’s (CAEP) stance on PSTs and EBs. We included the voices of bilingual education experts and best practices noted to have been successful with EBs, either in one-way or two-way immersion programs. Furthermore, we summarized three issues that currently relate to EBs across the United States.

Educator Preparation Requirements

The current study synchronizes with CAEP’s Standard 3.1 which directly relates to recruitment and development of candidates who mirror diverse student groups in the United States. Monolingual candidates were immersed in a dual language setting to apply content and pedagogical knowledge from reading methods courses to provide experience with linguistically diverse learners.

Bilingual Education Experts

Along with CAEP’s revisions of educator preparation standards to involve more complex guidelines, bilingual education experts identified the need for better preparation of teachers to work with EBs. Despite the rapid increase in population, teachers report they are not prepared to teach EBs (Lucas, 2012; Villegas et al. 2018). Nutta, Mokhtari, and Strebel (2012) add that mainstream classroom teachers should be prepared to effectively address the needs of EBs. De

Jong and Harper (2011) claimed that teachers often judge EBs with a monolingual lens and fail to take advantage of the opportunities to acknowledge EBs for learning two languages. Accordingly, lower expectation and deficit model thinking seems to surface in many classrooms that serve EBs. Furthermore, according to Zepeda, Castro, and Cronin (2010), teacher preparation is highly connected to the quality of early childhood programs. Lucas and Villegas (2013) stated, “It takes teachers several years to develop expertise in the complex set of knowledge, skills, and orientations needed to teach culturally and linguistically diverse (CLD) students well” (p. 99). Furthermore, Lucas and Villegas suggested that the process of learning effective strategies for EBs begin in pre-service preparation and continue into the early years of teaching and throughout teachers’ careers.

Best Practices

Strategies have been noted by bilingual education experts that support biliteracy and biculturalism. These strategies involve supporting EBs’ language development, multicultural education, and establishing funds of knowledge through community outreach programs. Following a review of the literature on research-based and effective pedagogical strategies to support oral language learning, Cheatham, Jimenez-Silva, and Park (2015) presented teacher feedback strategies to foster oral English and/or home language skills for young EBs through scaffolding. Scaffolding might involve recast, repetition, clarification requests, elicitation, direct feedback, and translation (Ellis, 2012; Long, 2007; Lyster & Ranta, 1997). Teachers can support students by providing language development within their zone of proximal development (Cheatham, Jimenez-Silva, and Park; 2015;

Vygotsky, 1978). Furthermore, it can be helpful to establish strong partnerships between schools and parents. (Sawyer, Manz, & Martin, 2017; Cummins, 2012; Drozdowicz, 2012). Zepeda, Castro, and Cronin (2010) stated that in order for EBs to be academically successful, teacher preparation should expose PSTs to those skills and abilities related to developing the cultural and linguistic diversity of the early childhood workforce. Experts have further concluded that coursework regarding linguistically diverse learners, multicultural education, and hands-on exposure through field experiences appeared to guide many of the future teachers to make successful transitions from theory to classroom experience (Sawyer, Manz, & Martin, 2017; Howard, 2006; Turgut, Sahin, & Huerta, 2016; Schellen & King, 2014; Scott, 2014; Coady, Harper, 2011; de Jong & Harper, 2011).

Issues

Although bilingual experts have identified successful strategies for EBs, they have noted challenges that educator preparation programs should heed. Providing EBs with access to an equitable curriculum remains a challenge. Butvilofsky, Hopewell, Escamilla, et al. (2017) identified issues with instruction of EBs such as one-way assessments, one-way language immersion, and viewing students through a deficit lens rather than maintaining students’ native language. The use of assessments that are written solely in English represent one-way and pose problems for culturally and linguistically diverse learners. Assessments that are written in multiple languages allow teachers to determine a child’s strengths and needs in their native language. Nonetheless, Butvilofsky, Hopewell, Escamilla, et al. (2017), through a single-subject longitudinal

study with Latino EBs examined students' English and Spanish biliteracy development in the United States and concluded that three out of four cohorts of students accelerated at least two years in both languages by the end of the initial two-year period. An innovative biliteracy program titled, Literacy Squared, was credited for students' increased literacy skills.

A second issue pertaining to EBs relates to lower expectations and deficit model thinking. For instance, Pimentel (2011) detected issues in expectations of an EB that went from an at-risk label in a pre-k remedial bilingual program to a gifted label in a dual language kindergarten program. For two years, Pimentel (2011) analyzed a student's bilingualism trajectory and found evidence that the culture of one-way bilingual classes seems to hold a deficit model expectation such as learn English as quickly as possible (de Jong & Harper, 2011). In contrast, Pimentel (2011) noted that teachers at the dual language school appeared to value both English and Spanish of the participant after he transferred to a two-way immersion school. These findings implied a need for additional collaboration on how biliteracy develops.

In response to Villegas et al.'s (2018) call for more research on how to prepare PSTs to be more linguistically prepared to meet the needs of students, we offer a study of PSTs working with EBs in a dual language setting.

Research Methods

The present study followed a case study design and utilized qualitative methods to answer two overarching questions: (1) what were elementary PSTs' attitudes toward teaching EBs and (2) based on the data, what were indications of strengths and weakness of the educator preparation program?

Participants

Among 105 PSTs enrolled in the course titled, Field Experience One, we purposefully invited the 12 juniors who were assigned to the dual language academy and all agreed to participate in the research study. The participants were female and 10 of them designated themselves as monolingual English speakers. Two of the participants considered themselves as bilingual—they spoke both English and Spanish. Seven of the twelve participants were Caucasian, three were Latinas, one African American, and one Asian American. Prior to enrolling in Field Experience One, each of the 12 participants had completed the first two required reading courses.

According to Williams (2017), five years ago, teacher educators at the university in this study infused EB strategies into the required reading courses for elementary education majors. The following textbooks were used: *Becoming a Language Teacher* by Elaine Horwitz (2013) and *Strategies for Teaching English Learners* by Lynne Diaz-Rico (2013). The initial reading course focused primarily on foundational knowledge from two textbooks. *Becoming a Language Teacher* by Elaine Horwitz (2013). PSTs received content and pedagogy such as, types of language learning settings, theories of second language acquisition, assessment of language learning, sociopolitical foundations for bilingual programs, and advocacy for dual language programs. Additional content involved transfer of literacy, oracy instruction, and building community partnerships.

Data collection

We collected qualitative data in the form of two videotaped focus group interviews, written reflections, and notes from an observer as participant (Berg, 2009). The

initial focus group was conducted by the co-investigator at the beginning of the semester prior to PSTs intervention lessons with K-2 dual language students. The second focus group occurred at the end of the semester after PSTs had completed six weeks of teaching small group reading lessons based on results from three literacy assessments. Focus group questions were developed based on Carey and Asbury's (2012) recommendations for focus group research. Carey and Asbury's recommendations include: (1) plan an introduction to establish trust, (2) create guideline questions to provide structure for the session, (3) plan to ask probing questions to clarify and elicit further comments from participants, and (4) ask a final question to elicit the most important data (See Appendix).

PSTs were required to reflect each week regarding what they learned about EBs and at the end of the semester they reflected over their 12 weeks of Field Experience One. The seven reflections provided us with a second data source for analysis. The third data source encompassed notes from the site professor who also served the role of *observer as participant* (Berg, 2009) and principal investigator of the current study.

Data Analysis

We collected data from two videotaped focus groups, weekly reflections, and analyzed field notes separately using a combination of Strauss' basic guidelines (1987) for open coding qualitative data. We also incorporated cogenerative dialoguing (Tobin & Roth, 2005) which involved the researchers analyzing the data together. We considered each sentence and continuously asked ourselves, "What does this response mean?" When similar comments surfaced repeatedly from the data, we formed categories that supported overarching themes (Strauss, 1987). Throughout the

process, we attempted to establish trustworthiness by consistent dialoguing about each investigator's perception of the data. According to Tobin and Roth (2005), "The power of cogenerative dialoguing lies in the fact that all investigators refer to the same set of events and that the views and understandings of all participants are valued, thus understandings and explanations are cogenerated" (p. 315). Following separate and combined analyses of the data sources, three themes emerged and provided answers to our two research questions (see Tables 1, 2, and 3). PSTs' comments consistently related to positive attitudes toward teaching EBs (Theme 1), PSTs' confidence towards teaching EBs improves (Theme 2), and the level of PSTs' understanding of content and pedagogy related to EBs increased (Theme 3).

Findings

Research question 1

The first research question explored PSTs' attitudes toward teaching EBs: What were elementary PSTs' attitudes toward teaching EBs? As evidenced in Table 1, PSTs repeatedly made positive comments about the EBs, dual language learning environment, and the importance of connecting with these learners. For example, one of the bilingual PSTs, Ana, spoke positively about the dual language school during the focus group interview, "I really like it because it reminds me of my childhood. I want to be a bilingual teacher. So, I really like the experience to be in that classroom." The second bilingual PST, Angela, agreed with Ana that working with EBs would help them with their future goal of being bilingual teachers. Angela said, "I am very appreciative that I did get to go to the dual language school because I do want to eventually become a bilingual teacher. So, I just feel like this extra

experience is going to help me in the long run. I'm really appreciative of that.” Also, Sharon stated, “I am so thankful that I got this opportunity to engage in a first-grade classroom at the Dual Language Academy. The main reason I chose this school for my field experience was because I wanted to learn more about English Language Learners.”

Table 1

Theme 1: Amenable Attitudes toward Learning to Teach EBs

Names	Supporting Comments
Ana	I really like it because it reminds me of my childhood. I want to be a bilingual teacher. So I really like the experience to be in that classroom. (Focus Group Response)
Angela	I know that ELL students will need support from the teachers... (Focus Group Response) I am very appreciative that I did get to go to the dual language school because I do want to eventually become a bilingual teacher. (Focus Group Response) What I learned about DLL is that it is important to model what you want your students to accomplish during individual time. I also left my example up so that the students could use it as a resource if they needed it. (Reflection) Angela seemed very receptive about learning how to teach EBs. She expressed to me several times that she registered to intern at the dual language academy because she wanted to learn more about ELLs and to help translate for Spanish dominant students. (Field Notes)
Jaz	Well I love it. I really enjoyed it. It is different from what I have been used to. I like the atmosphere and I like the way the teachers teach kids the lessons. Some lessons are in Spanish and some lessons are in English. It's friendly and it is motivational. They have college banners hanging everywhere you go. They motivate the children to know that they can go to college...It was such an amazing experience. (Focus Group Response) This week I learned that the test the students had to take in the computer lab was only in English which may have been difficult for some ELL students. Since the students are being taught reading in their dominant language the students learning in Spanish may have trouble with understanding what is being asked of them. I really disliked that there was only one version because some Spanish speaking students may have known how to do the work but couldn't because they did not understand the question. (Reflection)
Christine	I'm excited about it. And I think it is just awesome! And I love that I got to pick this school. And just like Jaz mentioned everything that we've had was from the charter school and lab school and it is our perfect world scenario down there. Out here in this real world with students who don't speak the same language as us, it is so interesting and intriguing. (Focus Group Response) Extremely proactive about her work and task-oriented. She had a very pleasant experience with her mentor teacher and students. Both the mentor and Christine expressed appreciation for the placement. (Field Notes)
Laurie	I think teachers are always going to be faced with ELLs no matter where you are. (Focus Group Response)
Maddie	I think it is important because a lot of our Texas schools need teachers who are confident in teaching ELLs. (Focus Group Response)
Maci	I thought about him a lot this week and how isolated academically he probably felt. I am so excited about being a part of the Dual Language Academy team this semester. (Focus Group Response)
Sharon	The purpose of this literacy project was for the teacher candidate To gain a better understanding of how a dual language school works by engaging in first hand experiences and observations in a classroom setting. The main reason I chose this school for my Field Experience was because I wanted to learn more about English Language Learners. (Reflection)

Note: Each participant was assigned a pseudonym; data sources in parentheses are bolded

Research Question 2

The second research question was, “Based on the data, what were indications of strengths and weakness of the educator preparation program? Comments in Table 2 illustrate how PSTs consistently reflected on their own learning, strengths and needs in reference to teaching EBs. Jaz’s comments about the learning environment during the focus group interview illustrated her awareness of the importance of a learning environment that fosters high expectations for each student “...And how some lessons are in Spanish and some lessons are in English. It's friendly and it is like motivational. They have college banners hanging everywhere you go. They motivate the children to know that they can go to college...It was such an amazing experience.” Furthermore, Kate’s comments regarding student success is an indication that she appreciates the importance of motivation, monitoring student performance, achievement, and providing students with high-quality feedback. Kres’ comment (Table 3) regarding equity when teaching guided reading implies that she understood the impact of small group guided reading on literacy development in both languages. “I learned that during guided reading time the Spanish speaking group would receive similar guidance in Spanish as the English group.”

Although comments from PSTs revealed their understanding of content and pedagogy regarding EBs, there were also comments in Table 3 which appeared to associate with deficit model thinking or misconstrued opinions of how EBs’ learning needs were addressed. For instance, Ana’s comment during the focus group interview implied that there may have been issues with mentor teacher’s pedagogy. “When it comes to the other children it is harder because some

don't know Spanish in my bilingual class, yet they are still being taught in Spanish" (see Table 3). Teachers of English to Speakers of Other Languages (TESOL, 2006) outlined language proficiency standards and in order to learn the two languages simultaneously, students should have access to both languages and could productively struggle at beginning stages. EBs at the dual language academy in this study received math instruction in English; therefore, Spanish dominant EBs may have productively struggled. Social studies and science instruction were taught in Spanish and English dominant EBs may have productively struggled with support from bilingual partners.

Table 2

Theme 2: Improved Confidence Teaching DLLs

Names	Supporting Comments
Angela	I would like to share their improvements. I really enjoyed the results of the post assessment. (Focus Group Response)
Kate	I have also learned techniques on working with Dual Language Learners (DLLs) such as the inclusion of pictures and partner work. (Reflection)
Linda	One huge thing that I was able to do this week in regards to ELLs was the opportunity to assess a student who had just learned to speak English this year, using the online IPT language assessment. The results were amazing; this student outperformed other students in my small group who were fluent English speakers. (Reflection)
Lin	I found myself saying the same thing over and over again and when I was doing the assessment questions, I would think, what is this? And they could actually tell me. (Focus Group Response)
Maci	Concerning dual language learners, I've learned that it's okay for them to speak some Spanish in the English classes. (Focus Group Response)
Sue	This week, I learned that there is still a lot more I need to know about English Language Learners. (Reflection)
Sharon	My experience at the Dual Language Academy not only provided me with more knowledge on how to accommodate ELL students in my future classroom, but it gave me the opportunity to experience hands on what teaching a small group of students was like, and getting to put what I have learned about monitoring student progress into practice. I was continuously assessing the students in my small group to check if they were understanding and mastering the objectives I created in my lessons each week. (Focus Group Response)

Note: Each participant was assigned a pseudonym; data sources in parentheses are bolded

A different example from the focus group interview portrayed that the teacher candidate, Lin, had not mastered TESOL's language proficiency levels such as, "...a lot of the kindergarten EBs are not as sharp with the language. So, a lot of them just sit and stare at you, they don't understand." Lin was assigned to a kindergarten class where EBs had just begun to receive dual language

instruction. Even though Lin had discussed in class how EBs tend to go through a silent phase during their second language instruction, she failed to apply this knowledge to her DLL students in the field. Further, in a weekly reflection, Kate made comments that have been associated with deficit model thinking towards EBs. Kate wrote, "Throughout the week I have noticed that some of our dual language students aren't able to work on English at home. School may be the only place they ever hear English, therefore they are not confident in speaking, especially in full sentences." Kate referenced Spanish dominant students' home language but ignored the fact that many English dominant students did not practice Spanish at home.

Table 3

Theme 3: PSTs' Understanding of Content and Pedagogy Related to DLLs

Names	Supporting Comments
Ana	I came from a Spanish speaking home so Spanish was my first language. And so I was always in bilingual classes growing up until middle school. I can relate to the students because I know exactly how they feel when family members don't know how to speak English. (Focus Group Response)
Angela	Since there is an ELL student in the classroom who speaks very little English, I learned that he feels out of place sometimes with the other students. I feel it can be difficult for ELL students to adapt to a different environment than what they are used to. (Focus Group Response)
Kate	I didn't want to be in kindergarten because I was afraid that they would not know English at all. It's just awesome to see that they are learning and they are understanding and trying to be better. (Focus Group Response)
Kate	Throughout the week I have noticed that some of our dual language students aren't able to work on English at home. School may be the only place they ever hear English, therefore they are not confident in speaking, especially in full sentences. (Reflection)
Kres	I was a little nervous that doing a social studies lesson in English when the students were used to Spanish may have been problematic. Thankfully this was not the case! (Focus Group Response)
Kres	I learned that during guided reading time the Spanish speaking group would receive similar guidance in Spanish as the English group. (Reflection)
Lin	...ELLs have a chance to understand because a lot of the kindergarten ELLs are not as sharp with the language. (Focus Group Response)

Note: Each participant was assigned a pseudonym; data sources in parentheses are bolded

It has been well established that changing student demographics in the United States requires that many teachers must prepare to address the needs of children who represent a culturally diverse population (Howard, 2006; Scott, 2014; Villegas et al., 2018). CAEP (2013) requires

educator preparation programs to expose PSTs to rigorous content and pedagogy and for linguistically and culturally diverse students. Today, many teachers have little intercultural experience, which means that schools have a tremendous gap to fill (Scott, 2014) and educator preparation programs can help bridge the gap by providing PSTs with hands-on opportunities to interact with EBs and observe how teachers effectively match instruction with EBs' language needs. Such field experiences allow for ongoing modeling in an authentic setting. Villegas et al. (2018) argue that future teachers need to be prepared to meet the needs of the EBs. Rather than observe PSTs teach EBs in a monolingual classroom, investigators explored PSTs in a dual language setting or a Third Space (Gutierrez, 2008).

Given these actualities, the results of this study are significant for several reasons. We explored our PSTs' attitudes and learned that they desired to teach EBs for various reasons (Theme 1). Two PSTs wanted to become bilingual teachers and the other 10 acknowledged the need in Texas for more teachers who understand how to support EBs' literacy development. We learned that the PSTs' confidence increased as they interacted in an authentic setting with EBs (Theme 2). Our PSTs had a unique opportunity to work with EBs. Even though, the majority of these PSTs may not work in dual language schools as they are sparse, being placed in a dual language setting had a positive affect on the PSTs' attitudes towards educating students who spoke English and Spanish as second languages. We recommend further studies on how PSTs' attitudes towards EBs may change after being in a dual language setting. Several of the PSTs' comments highlighted their trajectory in understanding how to address the needs of EBs (Theme 3). This is valuable information that can be documented as program quality assurance

and also continuous improvement efforts on behalf of the educator preparation program (CAEP, 2013).

Current research surrounding EBs has found that these students benefit from multicultural education, and strong home-school partnerships (Sawyer, Manz, & Martin, 2017; Cheatham, Jimenez-Silva & Park, 2015; Cummins, 2012; Drozdowicz, 2012; Vygotsky, 1978). Findings from the current study were consistent with the literature and revealed that PSTs made repeated comments regarding support of dual language word walls and how utilizing bilingual partners proved supportive for Spanish and English dominant students. These comments signify strengths of the educator preparation programs described in this study. While access to bilingual assessments remains a current issue (Butvilofsky, Hopewell, Escamilla, et al. (2017), PSTs in the present exploration consistently commented on information gained from the online language assessment they had learned to administer, which further implies a strength of the current educator preparation programs. In a reflection, Jaz displayed a thorough understanding of providing EBs with access to dual language assessments. Jaz wrote, "This week I learned that the test the students had to take in the computer lab was only in English which may have been difficult for some DLL students. Since the students are being taught reading in their dominant language the students learning in Spanish may have trouble with understanding what is being asked of them. I really disliked that there was only one version because some Spanish speaking students may have known how to do the work but couldn't because they did not understand the question." (Table 1)

Comments such as, "The only English some students receive is at school" and "I did not expect students to understand my all

English social studies lesson” suggest that PSTs may require additional professional development regarding home-school partnerships and language development levels to help with deficit model thinking. This finding is consistent with Pimentel’s (2011) conclusions. Pimentel detected issues in expectations of an EB that went from an at-risk label in a pre-k remedial bilingual program to a gifted label in a dual language kindergarten program. Furthermore, de Jong and Harper (2011) concluded that mainstream teachers tend to judge ELLs with a monolingual lens without taking advantage of the opportunities to acknowledge ELLs for being bilingual.

Implications for Practice

Despite having little support in the literature for best practice regarding PSTs and EBs (Lucas, 2011; de Jong & Harper, 2011), the investigators in this study maintain that the EPP should continue to assign PSTs to the dual language academy for their initial field experience. Teacher educators in the current setting seem to have established a learning environment that encouraged reflection and collaboration. PSTs talked overtly about their learning, fears, and perceptions of issues that related to the EBs.

On the other hand, the educator preparation programs should reassess their emergent bilingual infusion approach that has been integrated through reading methods courses. PSTs complete two required reading classes at the university involving theory and research related to EBs. Perhaps, a portion of the second reading class could focus on strategic observations at the dual language academy. The PSTs noticed that leading up to Field Experience One, the only classroom settings they were required to observe were the university’s lab and charter schools which consisted of predominantly

white and monolingual speaking students. (See Table 2) Adding an EB observational component to at least one of the required reading courses could diminish the fear of settings with linguistically diverse students. An observational addendum would enhance PSTs’ understandings of second language developmental stages and might also reduce comments associated with deficit model thinking.

Implications for Further Research

There is a gap in the literature regarding EBs and PSTs and hence much inquiry is warranted in this area. Being placed in a dual language setting or Third Space (Gutierrez, 2018) appeared to have a positive affect on the PSTs’ attitudes towards educating students who spoke English or Spanish as a second language. Our PSTs’ positive attitudes lead us to conclude that exposure to EBs through instruction at the university, combined with dual language field experiences, may improve deficit model thinking towards students learning a second language (Butvilofsky, Hopewell, Escamilla, et al., 2017; de Jong & Harper, 2011; Lucas, 2012; Villegas et al., 2018) prior to licensure. We recommend further studies on how PSTs’ attitudes towards EBs may change after being in a dual language setting. Our findings add to the needed research surrounding EBs and exposure of PSTs to this unique group of learners. Other educator preparation programs may find it beneficial for their PSTs to engage with EBs prior to and during field experience to help with bridging the gap between the needed highly trained teachers and influx of EBs in United States classrooms.

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Appendix

FOCUS GROUP INTERVIEW PROTOCOL

(circle seating)

Introduction: Good afternoon teacher candidates. I am Dr. Ewing and you will see me next semester in Field Experience 2 and math methods. I would like for each of you to tell me your name and what grade level you have been assigned.

Focus Group 1

1. Tell me about your experience at the dual language academy.
2. What do you know about addressing the academic needs of second language learners?
3. How do you feel about learning how to teach ELLs?
4. If you were in charge of the elementary education department, how would you develop teacher candidates' knowledge of second language learners.

Thank you so much for sharing your experience about second language learners with me.

Focus Group 2

Introduction: Good afternoon again teacher candidates. I noticed that several of you have registered for my Field Experience II section and/or Math Methods. So last focus group, you had only been at _____ for two weeks and I would like to say, you shared valuable information.

1. Now that you have completed pre and post assessments on three students and taught them in small groups for six weeks, what part of that experience would you like to share?
2. Is there anything else you would like to say about interning at a dual language school?

Thank you so much for sharing more of your experience about second language learners.

Based on recommendations from Carey and Asbury (2012)