

The Subject of Subjectivity: Preparing Teachers with the Knowledge, Skills, and Dispositions Needed for Empowering Emergent Bilingual Students

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Abstract

It is estimated by the year 2030, over 40% of the K-12 population in U.S. schools will be children whose first language is not English (Shin & Ortman, 2011; U.S. Census Bureau, 2007;). This shift has negative academic consequences for emergent bilingual students (EBS). Schools (K-12) unable to meet the needs of EBS contribute to these consequences and the social and cultural cycle of oppression for this marginalized group. Thus, integrating knowledge, skills, and dispositions (KSDs) beneficial for meeting the needs of EBS becomes imperative for pre-service program models, though often blocked by subjective thinking. This article presents the learning opportunities offered by three distinct pre-service program coursework models. Differences coursework models shaped pre-service teachers' ability to acquire KSDs required for working with EBS, which in turn, informed what they enacted in classrooms. This finding provides evidence and rationale for pre-service programs to develop and integrate KSDs beneficial to EBS.

Key words: Emergent bilingual instruction, language subjectivity, critical theory, pre-service program, pre-service teachers

Introduction

It is estimated by the year 2030 that over 40% of the K-12 population in U.S. public schools will be children whose first language is not English (U.S. Census Bureau, 2007; Shin & Ortman, 2011). This is a sharp increase from the year 2000, when 8.1% of the K-12 population consisted of Emergent Bilingual Students (EBS) (National Center for Education Statistics, 2019). This growing number of EBS within American classrooms have unique learning needs (DelliCarpini, 2008), and it is important to consider how to support an increasing EBS population. Failure to address these needs has potentially significant consequences for these students (Malsbary, 2014). Schools need adequate accommodations for EBS, which includes well-prepared teachers (De Oliveira & Shoffner, 2009).

One way to increase the number of well-prepared teachers is through teacher preparation programs. For example, Jimenez-Silvia, Olson and Jimenez-Hernandez (2012) argue that a significant factor in improving the instructional practices for EBS

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is pre-service teachers' confidence in their ability to teach EBS successfully in the classroom. Others have found mindset change in pre-service teachers must be played out through political activism and advocacy for emergent bilinguals, rather than expecting change from the traditional channels (Leeman, Rabin and Roman-Mendoza, 2011). Despite these crucial steps forward, Lucas and Villegas (2011) assert that teacher education programs are still not adequately addressing the specific learning needs of EBS across the pre-service teacher curriculum.

The issue of teachers who are underprepared to meet the needs of EBS is complex. Moreover, there are multiple approaches and improvements that pre-service programs can implement. However, language subjectivity and its connectedness to pre-service preparation has been a peripheral rather than focused topic of research. In order to explore ways in which teacher preparation programs seek to prepare candidates for the reality of shifting demographics and population changes, this study examines the explicit and implicit presence of language subjectivity in the experiences of the pre-service teachers. It builds on the argument of others who have outlined how voice and empowerment of EBS could be approached in pre-service teacher preparation as well as provides new program development insight (Mclaren, 1989; Apple, 1995; Macedo & Bartolome, 2014).

The current study was conducted at a public Midwestern American university and examined student experiences of three different teacher preparation program coursework models. It aimed to answer the following research question: which attributes of these models strengthen pre-service teachers' abilities to support the needs of EBS in their classrooms, and why? The study revealed the primary finding: Differences in coursework models shape pre-service teachers' opportunities to learn the Knowledge, Skills, and Dispositions (KSDs) required for working with Emergent Bilingual Students (EBS), which in turn, determines what they enact in classrooms. Through a Critical Theory lens, this article first discusses the roles of 'voice' and 'empowerment' in pre-service preparation for working with EBS. We, then, present a theoretical framework explaining the overlap of Critical Theory, language acquisition, language subjectivity, pre-service teacher preparation, and EBS success. Finally, we discuss the findings and the different coursework model experiences from the pre-service teachers.

Theoretical Framework and Literature Review

Existing scholarship discusses the varying approaches for EBS preparation implemented in pre-service programs. Some emphasize the teaching of specific EBS-focused methodological approaches to strengthen the pre-service teaching mindset within all content areas (Diaz, Whitacre, Esquierdo, & Ruiz-Escalante, 2013). Others assert that ideological changes and attitude and belief shifts, through more EBS exposure and building of cultural competence, best prepare pre-service teachers (He,

2013). Yet others promote activism and advocacy as the best way to change the lives of EBS in a political world (Hornberger, 2005). ESL certification has also been touted as a viable approach for increasing preparation and confidence in working with EBS (Franco-Fuenmayor, 2013).

Although all of these approaches offer pre-service programs ways to reverse the potentially hazardous societal consequences for EBS, the field lacks specific attention toward language subjectivity, a salient tenet of Critical Theory and a lens for viewing past and present experiences with EBS. As we will show, the notion of language subjectivity is of particular importance because it is both closely connected with an improved understanding of the importance of home language in the classroom and ultimately the experiences that teachers can offer EBS students in their classrooms.

Critical Theory is a particularly valuable lens in the context of EBS teacher preparation because it illuminates opportunities that can interrupt policies that create the Circuit of Cultural Production (Apple, 2005) as it relates to pre-service coursework. It also asks the question of who holds power and privilege as a result of the coursework decisions. When language instruction is delivered through a broad socio-political lens, the terms ‘voice’ and ‘empowerment’ with EBS take on new meaning. “Voice” is defined as “the many ways in which students may actively participate in classroom and school decisions that shape their lives, the lives of their families, and the lives of their peers” (Miltra, 2006, p.196). “Empowerment” is defined as “moving excessive power or control from the teacher, to a situation of minimal power with learners being empowered to take control of their own learning” (Nichols & Zhang, 2011 p.231). The specific context of pre-service preparation for EBS highlights language, both acquisition and subjectivity, such as important metrics for voice and empowerment. How do pre-service teachers view home language? How do their views of home language play a role in the curriculum and pedagogy? How have their views been molded by their preparation programs? And what difference does it make for the EBS in their current and future classrooms? Drawing on Critical Theory, as this study does, brings attention to how voice and empowerment of EBS are implicitly and explicitly addressed in pre-service experiences, with the goal of broadening KSDs.

The relationship between pre-service teachers’ ideologies and practices in regards to language subjectivity, power, and voice of lies at the core of data generation and analysis for this study. In other words, how do ideas about home language and home culture translate into practices that create an EBS-empowered classroom? The KSDs teachers gain in pre-service coursework can impact the classroom experiences of EBS. Figure 1, drawn from Cummins (1986, 2000b), depicts the connection between EBS and empowerment in the classroom and reinforced this study’s determination of the KSDs necessary for working with EBS.

¹ “Language Subjectivity” is defined as “the conscious and subconscious views and opinions of people formed on the basis of language” (Kincheloe, McLaren, & Steinberg, 2011).

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

Figure 1. EBS-Empowered vs - Disabled Classrooms

Language acquisition theories and models

Broadening Knowledge, Skills and Dispositions (KSDs) to both strengthen pre-service teachers' abilities to support the needs of EBS in their classrooms and produce critical educators requires foundational knowledge in many areas. For the purpose of this study, foundational language acquisition knowledge is centralized. Having a general understanding of language acquisition allows for a deepened awareness of language subjectivity and the KSDs necessary for empowering Emergent Bilingual Students (EBS). Cummins (1984, 1991, 1994, 2000) offers language acquisition models which outline necessary language acquisition KSDs. These models are useful for examining how home language is viewed, which is key to addressing historical vestiges of assimilative practices in the classroom. Four language acquisition models were chosen for references in analyzing syllabi and discussing voice and empowerment: Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Proficiency (CALP); Common Underlying Proficiency or CUP; the Task Difficulty framework; and Additive/ Subtractive Bilingualism.

Formation of a central framework

The theoretical framework for this study's data analysis (see Figure 2) illustrates how language acquisition theories and Critical Theory work together to understand better the pre-service teachers' experiences in their coursework models and the role of language subjectivity. Specifically, Critical Theory brings a broad understanding of how language subjectivity is a part of the larger picture of EBS marginalization. However, Critical Theory ignores many of the specific and necessary language acquisition KSDs that pre-service teachers must acquire to work effectively with EBS. Conversely, language acquisition theories provide key KSDs for working with EBS. However, a full understanding of privilege as it relates to EBS voice and power would be difficult without a Critical Theory lens. Thus, layering language acquisition theories and Critical Theory allows for a more fruitful examination of the perspectives of pre-service teachers and the decisions about how to prepare them to meet the needs of EBS.

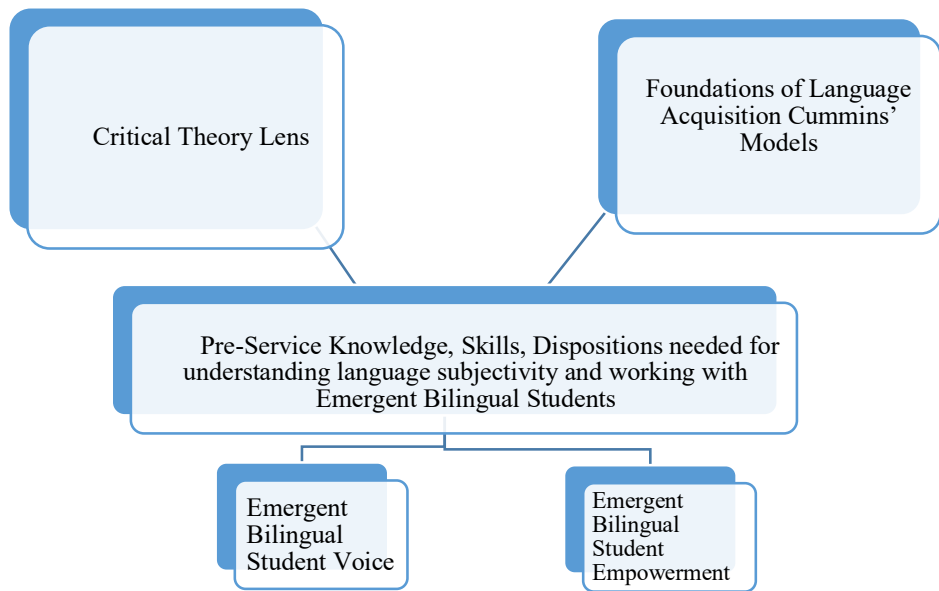


Figure 2. Language Subjectivity and Pre-Service Preparation Theoretical Framework

Methodology

To explore how attributes of different coursework models impact pre-service teachers' ability to support the needs of Emergent Bilingual Students (EBS), the expe-

periences of pre-service teachers belonging to one of three coursework models were analyzed through the previously described theoretical lenses. Descriptions of the coursework models are as follows:

(1) Intentionally Integrated Model (IIM): thoughtfully merging specific opportunities to learning the needed KSDs covering EBS into all coursework. The IIM is typically grant-funded or advocated for by a group of faculty with cohesive beliefs about education;

(2) Student Selected Add-On (SSAM): offering specific coursework for an add-on ESL licensure. The SSAM is student-driven and requires additional coursework or experience for students to meet their educational goals; and

(3) Traditional Model (TM): addressing the needs of EBS through under the umbrella of multicultural coursework. The TM is the path that most pre-service teachers take for certification.

These coursework models can be found in the pre-service programs of other, similar universities.

Participants

The participants for this study were pre-service teachers (n=16) from a large, urban, Midwestern U.S. university who were taking their methods courses while student teaching (Traditional Model (n=9), Intentionally Integrated Model (n=5) or Student Selected Add-on Model (n=2)). In this particular study, the IIM group was the entire Elementary-focused pre-service population at the university. The SSAM group was made up of students focusing on a different secondary content area in addition to the ESL-licensure. The TM group was made up of English Language Arts pre-service teachers. All pre-service teachers had completed their coursework requirements except for student teaching and their final methods class. Their student teaching placements were all within one urban school district that serves a highly diverse group of students. All participants had EBS students in their student teaching placements, but their ESL levels varied.

The methods course instructors (n=3) were representative of one of each of the three models and were currently teaching or had recently taught methods courses for their respective coursework model.

Data collection instruments

Three instruments were employed to gather data. First, syllabi of methods classes from the three groups were collected to analyze what is stated and unstated about what pre-service teachers are expected to learn. Second, semi-structured interviews were conducted to collect participants' experiences. Finally, since there were more than three participants from two of the three models, follow-up focus groups were conducted to allow participants to draw from one another's experiences. All of these focus

groups were completed face-to-face with one exception being in the Student Selected Add-On Model. An anonymous online forum with prompts to collect follow-up data was developed for this group.

Data collection procedures

Permission to recruit the pre-service teacher sample in seminar classes was obtained from instructors via email or personal contact. Recruitment in these classes included a scripted invitation that fully disclosed the nature of the study. Students who qualified for participation in the study, but who were not enrolled in a seminar class during the time frame for data collection, were recruited through a separate email. Instructors gave verbal or written consent.

During Winter 2017, syllabi were collected, and pre-student teaching interviews with teaching candidates were conducted. In Spring 2018, instructors were interviewed, and focus groups were conducted with teaching candidates, allowing participants the opportunity to reflect on all they had experienced in the first half of the semester.

Data analysis procedures

Interviews, focus groups, and syllabi content analysis were coded and analyzed through the lens of Critical Theory with particular attention to student voice and empowerment. The codebook also drew from the four domains of ESL instruction: speaking, reading, writing, and listening. This coding was done by using the four language acquisition theories and frameworks previously described.

Syllabi analysis was rooted in inquiry and asked “What is centralized and what is isolated?” This approach addresses both presence and absence of Emergent Bilingual Student (EBS) voice and empowerment (Miltra, 2006; Nichols & Zahng, 2011) and highlights the margins over the mainstream, a central aspect of Critical Theory. The presence and absence of voice and empowerment of EBS were also deductively analyzed through the language acquisition models (e.g., BICS/CALP). Data from individual interviews and focus groups were coded similarly. The principal investigator (PI) used the first round of inductive coding for both individual interviews and focus groups. The PI then used the Conceptual Framework outlined in Figure 2 to create the codes. The frequency of themes that emerged from the first round of both types of data informed second round codes. Finally the identified need to separate positive and negative responses of participants informed third round codes. Higher frequency instances were then highlighted for future reference.

Findings

Collectively, this analysis revealed one primary finding and an attendant finding. The findings give further insight into the research question: Which attributes of these models are beneficial to pre-service teachers in their ability to support the needs of

EBS in their classrooms and why?

Primary: Differences in coursework models shape pre-service teachers' opportunities to learn the Knowledge, Skills, and Dispositions (KSDs) required for working with Emergent Bilingual Students (EBS), which in turn, determines what they enact in classrooms.

Attendant: Pre-service teachers who participate in coursework models that promote opportunities to learn the notion of language subjectivity (which, in turn, leads to a better understanding of the crucial role of EBS' use of home language) develop the KSDs necessary to enact the same in classrooms.

The following section will connect the words and the implicit and explicit KSDs of the pre-service teachers from the three coursework models with the foundational notion of language subjectivity. The bridge between special education, differentiated instruction, and language subjectivity reveals just how interconnected pre-service teachers' EBS experiences are with EBS voice and empowerment in the classroom.

Language subjectivity across the coursework models

Consciously or subconsciously, mainstream society uses language to form views and opinions of people (Kincheloe, McLaren, & Steinberg, 2011). Language subjectivity directly connects to how teachers view the linguistically diverse students in their classrooms; and whether they approach the home language as a problem, a privilege, or a right. Pre-service teachers exposed to the notion of language subjectivity likely have a better grasp on the Knowledge, Skills and Dispositions (KSDs) that value home language. To understand how this tenet of Critical Theory relates to pre-service teacher perceptions of the KSDs necessary to serve Emergent Bilingual Students (EBS), the notion of language subjectivity was traced through the participants' responses and collected syllabi. Each time home language and home culture were implicitly or explicitly referenced, the codes "home language" and "home culture" were used. As we will show in our analysis, pre-service teachers who participate in coursework models that use specific opportunities to learn about language subjectivity and the importance of EBS' use of their home language, appear to develop the KSDs to enact the same in classrooms.

Special education representation and language subjectivity

Language subjectivity, particularly the privileging of monolingualism, plays a foundational role in educators' understanding of whether home language and culture are assets or deficits for learning. An inadequate foundational knowledge of language acquisition contributes to the misconception of the role of special education, resulting in an overrepresentation of EBS in special education (Cummins, 1997). This missed learning opportunity creates the illusion of remediation and the opportunity for pre-service teachers to shed responsibility for instruction techniques and home language/

culture inclusion in their mainstream classrooms. This misidentification represents a deficit view of EBS, reflecting the domination of mainstream language in American society. The finding that the privileging of mainstream language by teachers marginalizes EBS to special education classrooms, where they often stay, is not novel (Cheatham, Jimenez-Silva, Wodrich, & Kasai, 2014).

The Intentionally Integrated Model (IIM) demonstrates how Knowledge, Skills, and Dispositions (KSDs) useful for teaching EBS can have an impact that is deep and wide. Intentional integration into coursework and clinical experiences not only addresses deficit thinking but could help transform it. As one study participant, Megan, pointed out, this transformation begins with the ability to separate ongoing EBS needs from the deceptive tendency to group them with others in special education by simply listing the different types of students in her classroom and their different ESL levels. Her distinctive language used throughout her interview exemplified foundational language acquisition knowledge, which supports seeing students' individual needs and unique characteristics.

Another participant from the IIM, Chloe, described how her preparation helped her centralize her lesson around all of the different learners in her classroom: "There isn't one thing for me that symbolizes my preparation for teaching all students because everything has been so centralized around thinking about all the students in the class. Are you planning for everyone? Do you have the different modalities?" Perhaps even more telling was the IIM participants' tendency to include emergent bilingual KSDs in regular practice for all students rather than implement the excluding practice of misidentification.

The following quote exhibits Megan's knowledge of how the students who are labeled "English language learners" are able to use their visual, auditory, and kinesthetic intelligences: "A lot can be applied to regular [education] as well as ESL [English as a Second Language education]: like modeling, picture clues, phonetically spelling things. They're seeing the word, saying it, and pointing to it. All different things happening at once: visually, auditory, and they're pointing to it." This "bringing to the center" (Banks, 2006) ideology broadens the ways to include EBS in the mainstream classroom and counteracts ambivalence stemming from the subjective belief that EBS are not the responsibility of the mainstream teacher (Reeves, 2006).

In contrast, the participants from the Traditional Model (TM) displayed great desire to empower all students as evidenced by a focus on empowerment in the syllabi. In the TM, empowerment was coded more frequently than any other attribute. Furthermore, syllabi indicated strong agreement that problems and solutions in education lie in the system (51 references) rather than students (25 references). What was lacking was the ability to break apart preparation for the needs of EBS from the broad KSDs covering disabilities. Mark expressed his frustration with what he learned about addressing linguistic diversity:

I know that one of my classes has a big English as a second language background so it's having to teach them...[but] they don't teach us how to teach these...I know we had the disability class [where we learned about] IEPs, but I don't feel like we went in depth with people who have...things other than cognitive disabilities or physical disabilities. Like I feel strongly prepared to deal with people who have ADD ...But other things like that I just have a difficult time.

The TM participants, knee-deep in opportunities to develop KSDs, had difficulty searching for specific skills and techniques for teaching EBS. Mark was hesitant with terminology, identifying EBS language support as a problem. As TM participants were prompted to navigate their feelings about future classrooms, the thought of EBS not being mainly the responsibility of the special education teacher surprised them, providing insight into the common practice of categorizing EBS as having special education needs. Elizabeth seemed taken aback when she was asked to talk about EBS preparation separate from other diverse learners:

Oh! I guess that is one maybe I am not as confident in. I don't have too many in my class, but I know I do have like one or two and I am not really sure how to reach them. Especially the one I don't have a special education teacher in the room with me...So when I have my own classroom and if I don't have a co-teacher I think that is going to be a serious worry for me.

Instead of ambivalence toward EBS, these students were certain that the special education teacher would better serve EBS. The surge of special education representation (Cheatham, Jimenez-Silva, Wodrich, & Kasai, 2014) depicts the “last resort” pedagogy for the three coursework models. This idea of pushing to the margins rather than bringing to the center once again reflects treatment of EBS in society and continues the Circuit of Cultural Production. However, does “last resort” occur earlier for some models than others? How can pre-service teachers combat the tendency to rely on special education rather than utilizing their own KSDs, like differentiated instruction, to meet the needs of EBS?

Differentiated instruction and language subjectivity

Participants from all three coursework models discussed the importance of differentiated instruction, which disrupts the continuous pattern of perceived equality in the classroom and wraps students in a wave of equity. What differed in coursework model responses was the ability to identify KSDs needed for differentiating for EBS as a reality. At ease with the concept, the Student Selected Add-On Model (SSAM) participants used their focus group forum to speak about how they differentiate learning opportunities for a wide variety of levels of English. Skyler and Lya describe their

thinking:

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

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

These responses do not come from a shallow background and understanding of bilingualism and biliteracy. Rather, these students draw upon a deep language acquisition framework to determine how differentiated instruction can be used to empower EBS. Evidence of the program's influence on this conversation is seen in their professor's response:

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

This response models scaffolded learning as she describes a variety of techniques used to move the coursework model toward a stronger understanding of EBS needs. Figure 4 provides a summary of how the SSAM incorporates specific learning opportunities to address language subjectivity and establish the importance of EBS' use of their home language, supporting the development of KSDs to enact the same in classrooms. The first section names the coursework model and the practical KSDs

associated with language subjectivity. The second describes how the KSDs were encountered in program. The final section displays students' ability to enact the KSDs in their clinical placements.

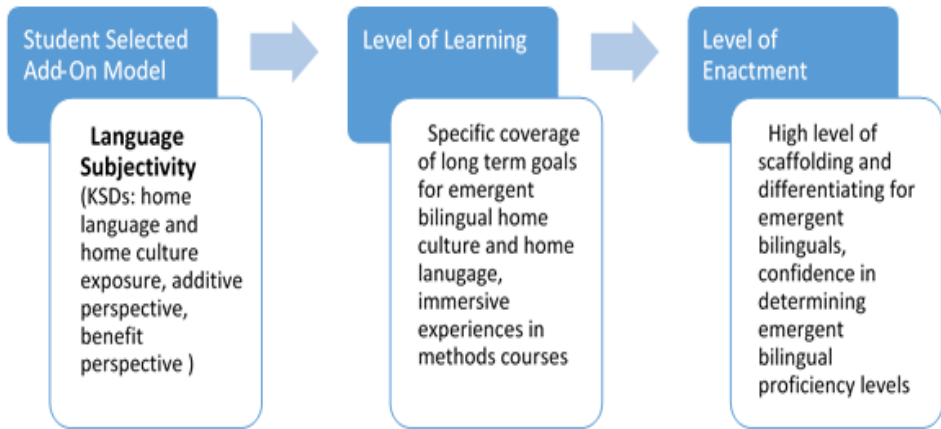


Figure 3. Student Selected Add On Model and Language Subjectivity

The TM participants recognized the broad scope of the word “differentiated instruction.” For example, the TM syllabus laid out a unit plan assignment asking for pre-service teachers to incorporate differentiation. This assignment gave students autonomy and mirrors the reality they would encounter in their future classrooms. It also reflects the program constraints when it comes to the ability of all models to immerse students in the preparation needed to serve and differentiate for all voices in their classrooms. After laying out all of the questions that one wishing to differentiate instruction must ask, the Methods Class Professor from the TM distinguished between the ability to provide fun yet trivial lesson plans, and valuable, well-differentiated ones.

Empowering relationships can be found where autonomy, creativity, self-improvement and consistency in coursework are found (Nichols & Zahng, 2011). In the teaching and learning relationship, K12 students can be given power when pre-service teachers have power to give. TM participants were able to express openly the difficulty in distributing power and voice equally. Although they realized how differentiated instruction is empowering, their fear of giving over too much control was apparent:

Courtney: Luckily I think most of my kids know English...enough. You can tell that when they talk, sometimes they have to think about the next words that they are about to say. But, um, I don't know. I guess it would be hard for me, I'm trying to think of ways how to incorporate that into my lesson plans, but it would be hard for me just because there are like one or

two in each class. So I don't want to... You know. It's always hard when you have to teach the majority one way and you can't really teach the minority. Maybe I could just give them separate assignments or something different.

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

Tanya: No, you are going to give each kid a different book.

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

Mark: Well on a side note, you actually can give everyone different books.

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

Participants' statements from the Traditional Model (TM) imply that although the term "differentiating instruction" is comfortable, the KSDs necessary to apply it into classroom practice is uncharted territory. Here, differentiated instruction is idealistic – a positive tool for EBS but not necessarily worth the turbulence it may cause in the classroom. This is representative of the floundering and subjective practices that may occur because of inadequate or absent foundational language acquisition knowledge.

Figure 5 provides a summary of how the TM is designed with regard to specific learning opportunities and enactment regarding home language and language subjectivity. This figure demonstrates the unique coursework experiences of the TM.

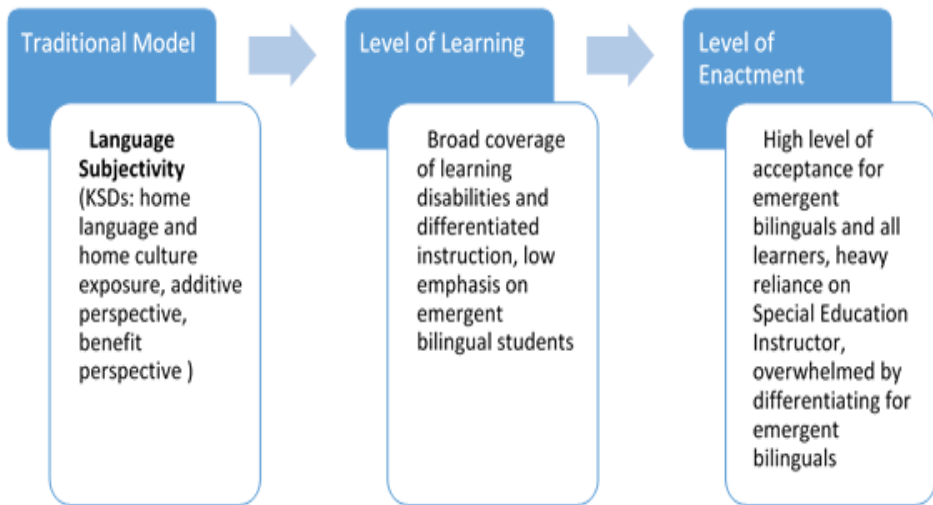


Figure 4. Traditional Model and Language Subjectivity

Alternatively, the IIM participants displayed an almost instinctive, disciplined approach when it came to the topic of differentiated instruction. Charlie explained this feeling: “...I don’t even realize that I am doing. I go in (to interviews), questions like how did you differentiate? And I am like well as I was planning it is like second nature.” This feeling seems to originate from consistent programmatic focus on differentiating instruction for linguistic diversity. The idealistic notion becomes realistic as the IIM participants were able to voice the deep connection between coursework and clinical experiences. As Megan describes, differentiation “was talked about in just about all of our classes... I think just, like, being in that experience and just, like, putting all of the different things we talked about in class and seeing them actually happening. Like hearing is one thing, but actually seeing it there is a different thing.” The link between seeing instruction in action and differentiation becoming realistic is supported by the design of the coursework model (See Figure 6).

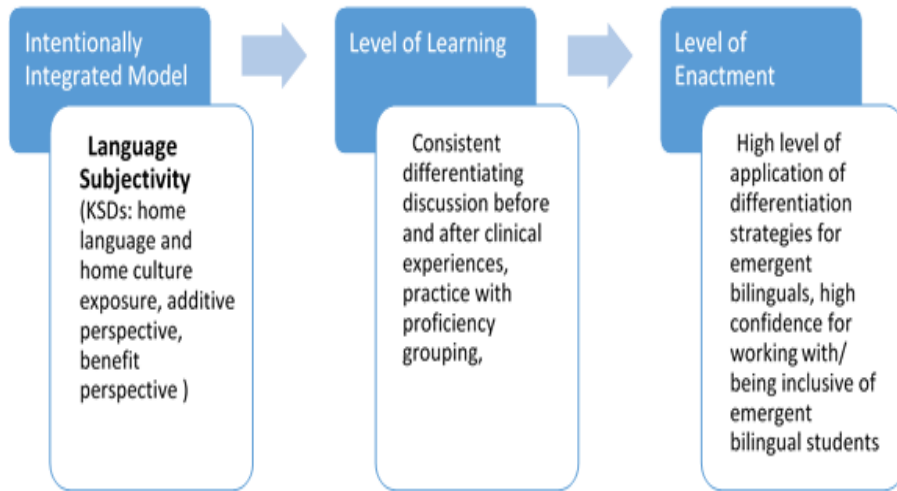


Figure 5. Intentionally Integrated Model and Language Subjectivity

The participants' responses and the analysis of syllabi of these three, broadly conceived coursework models demonstrate the conscious and subconscious awareness of the role of language in education. Mainstream views and opinions filter into coursework choices, both superficially and systematically. Interviews, focus groups, and syllabi data revealed that the ebb and flow of program constraints influence the rise and fall of voices emphasized.

Discussion

Many voices and powers influence the Knowledge, Skills, and Dispositions (KSDs) found in coursework models. These influences shape the learning opportunities, coursework, and clinical experiences of preservice teachers. Additionally, all preservice coursework models are subject to the pressures of time and policy, particularly those forces seeking to transform structures that marginalize Emergent Bilingual Students (EBS). This study confirms Apple's (1995) conclusion -- there is no monolithic approach to transformation. Pre-service teachers are often not equipped to navigate transformational change without recognizing that colleges and universities can shape their ideology and practice related to issues of social oppression; this includes linguistic oppression (McLaren, 1989).

The findings of this research indicate that the KSDs useful for teaching EBS should ground coursework models. At the same time, the needs of students are often drowned in political and institutional traditions. If coursework models' curriculum and experiences are to change, there must be opportunities for pre-service teachers to de-

velop the KSDs that can lead to transformational enactment in the classroom. In this study, the link between coursework model KSDs learning opportunity and classroom enactment was evident in three ways: (1) expanded and narrowed differentiated instruction, (2) explicit and implicit curriculum coverage of KSDs beneficial for EBS, and (3) immersion and isolation clinical experiences.

Expanded and narrowed differentiated instruction

Participants from different coursework models held different ideas about the realistic aspects of differentiated instruction. A question of quality versus quantity surfaces when it comes to coverage of differentiated instructional strategies embedded in coursework and enacted in clinical teaching. The findings revealed that the Traditional Model (TM) participants appeared most skeptical, perhaps because of their survey-style exposure to diverse learners. The attempt to expand content coverage supports De Oliveira and Shoffner's (2009) findings that "quantity" drives pre-service programs, addressing Emergent Bilingual Students (EBS) under the umbrella of "teaching diverse students." But rather than an all-encompassing feeling of preparation, TM participants in this study were more likely to cast differentiated instruction as unrealistic. However, they touted the idea of teaching all students in diverse settings, using language of empowerment for all students, therefore revealing accepting ideologies and mindsets. Student Selected Add-On Model (SSAM) participants and Intentionally Integrated participants felt much more confident with the realities of differentiated instruction. However, their views on how to enact differentiation was limited to EBS, which demonstrated some of the weaknesses of solely focusing on one group of students.

Explicit and implicit curriculum coverage

The triangulation of syllabi, interviews, and focus groups revealed the implicit and explicit coverage of Home Language and Home Culture. Instructors and pre-service teachers from every coursework model emphasized, to varying extents, emergent bilingual KSDs through specific approaches, such as the incorporation of class texts. This benefits the pre-service teaching mindset and confidence for working with EBS within all content areas (Diaz, Whitacre, Esquierdo, & Ruiz-Escalante, 2013).

The findings from this study confirm the need for the implicit building of cultural competence through EBS exposure and post-exposure reflection (He, 2013). In other words, beginning teacher confidence should be rooted in cultural competence, which this study suggests can be achieved by tying together the clinical experience classroom and the methods classroom. This is evidenced by the words of the pre-service teachers who have reached the end of their programs and are beginning to discover their strengths and gaps as they teach clinically in diverse classrooms. The findings also reveal that the Intentionally Integrated (IIM) includes both explicit and implicit course-

work related to the development of pre-service teachers' emergent bilingual KSDs. However, it also found that tension related to teaching non-EBS students and lack of a deep understanding of all content areas was present.

Limitations

This research has several important limitations. First, while findings may be useful for urban universities that are considering how to better their emergent bilingual preparation, caution should be exercised when broadly applying these findings. Coursework models and pathways to teaching licensure based on only one university limits generalizability. Second, one of the coursework models, Student Selected Add-On Model, does not enroll a high number of pre-service teachers. This small sample size ($n=2$) limits validity. Finally, the study is limited to one semester of student teaching, not allowing for any type of longitudinal perspective.

Each coursework model examined in this study incorporates opportunities to interrupt and improve oppressive, cyclic aspects of coursework models while at the same time recognizing that positive change and transformation clash with entrenched educational practices and political attitudes. Furthermore, an essential aspect of this study's findings is that institutional and societal structures shape the Knowledge, Skills and Dispositions (KSDs) deemed necessary to support all students, including Emergent Bilingual Students. As such, *intentional integration of learning opportunities useful for teaching EBS is not fully effective when it is implemented at the cost of the voices and learning opportunities attached to specific content areas*. This conclusion reinforces the challenges of having program balance. Attention to and enthusiasm for preparing pre-service teachers provides opportunities to gain the KSDs useful for teaching EBS while overlooking how these opportunities are integrated across content areas.

Until pre-service teachers are fully immersed with EBS, instructional approaches and examination of ideology are not fully realized (Olson & Jimenez-Silva, 2009). Interviews with pre-service teachers revealed a wide range of personal experiences, including varying levels of comfort and preparation for working with EBS. Also, as indicated by pre-service teacher references to voice, empowerment, and the language acquisition models, levels of awareness of the social and cultural marginalization of EBS and known strategies to create change varied.

What differed in the learning opportunities of the coursework models were the strategies used to connect students with EBS-beneficial KSDs. While Traditional Model program instructors identified EBS preparation as a weak area and incorporated texts to remedy the absence of preparation, the Student Selected Add-On Model and the Intentionally Integrated Model participants experienced myriad exposure to EBS in the clinical experiences and intentional curriculum connection to these experiences. This reported experience strongly suggests that exposing pre-service teachers to EBS and connecting these clinical experiences to methodology through texts and discussion

helps develop necessary learning opportunities for enacting change in the classroom. While the incorporation of texts addressing the KSDs needed for working with EBS provide a valuable learning opportunity, there is a disconnect between this specific opportunity and students' ability to enact the same in the classroom.

Although the process is complex, the oppressive cyclic nature of education for EBS must be addressed thoughtfully and deliberately in order for transformational change to occur. Solutions for change cannot be rushed. Gradual as they might be, incremental solutions are of utmost importance. As demonstrated by the words of participants in the three coursework models, foundational language acquisition knowledge is tied to the presence or absence of empowering and disabling classroom practices. Integrated experiences and exposure to language acquisition in pre-service coursework may be transformative for promotion of EBS voice and empowerment. As it relates to coursework models, systematic, methodical approaches may be more effective and have longer lasting results when compared to episodic approaches. Yet, no matter the approach, the mindset for change should drive each curricular decision. The coursework model experiences of pre-service teachers have the potential to impact the future of EBS positively. To create this future, educators at all levels need to accentuate and prioritize learning opportunities beneficial for EBS, moving such opportunities to the front and center and throughout each coursework model.

Conclusion

Each coursework model examined in this study incorporates opportunities to interrupt and improve oppressive, cyclic aspects of coursework models while at the same time recognizing that positive change and transformation clash with entrenched educational practices and political attitudes. Furthermore, an essential aspect of this study's findings is that institutional and societal structures shape the Knowledge, Skills and Dispositions (KSDs) deemed necessary to support all students including Emergent Bilingual Students (EBS). As such, *intentional integration of learning opportunities useful for teaching EBS is not fully effective when it is implemented at the cost of the voices and learning opportunities attached to specific content areas*. This conclusion reinforces the challenges of having program balance. Attention to and enthusiasm for preparing pre-service teachers provides opportunities to gain the KSDs useful for teaching EBS while overlooking how these opportunities are integrated across content areas.

Until pre-service teachers are fully immersed with EBS, instructional approaches and examination of ideology are not fully realized (Olson & Jimenez-Silva, 2009). Interviews with pre-service teachers revealed a wide range of personal experiences, including varying levels of comfort and preparation for working with EBS. Also, as indicated by pre-service teacher references to voice, empowerment, and the language acquisition models, levels of awareness of the social and cultural marginalization of

EBS and known strategies to create change varied.

What differed in the learning opportunities of the coursework models were the strategies used to connect students with EBS-beneficial KSDs. On the one hand, Traditional Model program instructors identified EBS preparation as an area of weakness, and incorporated texts to remedy the absence of preparation. On the other, the Student Selected Add-On Model and the Intentionally Integrated Model participants experienced multiple exposure to EBS in the clinical experiences and intentional curriculum connection to these experiences. This reported experience strongly suggests that exposing pre-service teachers to EBS and connecting these clinical experiences to methodology through texts and discussion helps develop necessary learning opportunities for enacting change in the classroom. While incorporation of texts addressing the KSDs needed for working with EBS provide a valuable learning opportunity, there is a disconnect between this specific opportunity and students' ability to enact the same in the classroom.

Although the process is complex, the oppressive cyclic nature of education for EBS must be addressed thoughtfully and deliberately in order for transformational change to occur. Solutions for change cannot be rushed. Gradual as they might be, incremental solutions are of utmost importance. As demonstrated in the words of participants in the three coursework models, foundational language acquisition knowledge is tied to the presence or absence of empowering and disabling classroom practices. Integrated experiences and exposure to language acquisition in pre-service coursework may be transformative for promotion of EBS voice and empowerment. As it relates to coursework models, systematic, methodical approaches may be more effective and have longer lasting results in comparison to episodic approaches. Yet, no matter the approach, the mindset for change should drive each curricular decision. The coursework model experiences of pre-service teachers have the potential to impact the future of EBS positively. To create this future, educators at all levels need to accentuate and prioritize learning opportunities beneficial for EBS, moving such opportunities to the front and center and throughout each coursework model.

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