Huili Hong
Patricia Rice Doran   *Editors*

Preparing Teachers for Young and Adolescent Multilingual Learners

The Use of Reflective Narratives

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Foreword

This book, for which we are privileged to write the foreword, is about "narrative"—teacher narratives, student narratives, adolescent narratives, and global narratives—all as they relate to the teaching of (and learning by) a diverse set of students, in the USA and beyond.

Narrative, however, as a term, and in reality, as a current social construct, is not quite in favor, particularly in American society. The idea and fundamental thought about narrative has been, essentially, stolen, hijacked to fit the needs of politicians and journalists. Our current society is so saturated with the use of the term that some, Wemple (2016) for example, have suggested we cease to use it altogether, calling "it" "the most odious…" word in politics (para 1). He argues that

> We needn't use this space to elaborate on the triteness of this term. It's indefensible on every level. At this point, what's needed is "narrative" editing—suggesting some alternative phrasing in the hope that someday our airwaves will be rid of the term (Wemple, 2016, p. 2).

It seems that today, when narrative is used in a sentence, the author/speaker sounds smart, intelligent, and "full" of truth (Ewing, n.d.), and Flint and Hawkins (2016) tell us that we (as a society) have chosen to be a citizenry who is "… increasingly ignoring the facts, disputing reality, and maintaining … narratives—no matter what" (p. 1). Popular media is also in the game, telling us; shaping exactly what they want us to hear, and know; and having us believe that their "narrative" is the only true story.

Why does all of this matter? Because in reality, or at least ours, narrative, used as means to "get at" the story of ones' lives, has immense power. Narratives are

> …so much more than the stories people tell or write—they are the truths that shape our lives … and they underlie so much of our culture, society and reality … (Registre, 2017, p. 2).

We find that no other tool, no other means of communicating that gets us anywhere near such understanding. We find this "truth" (ours) to be most important in the lives of the disenfranchised and often-ignored members of our society. While Registre (2017) articulately argues that:

> Nowhere is this more evident than in the ways that African Americans, immigrants, and other historically and politically excluded groups are treated by the media, the general public, and the very institutions that are supposed to serve them (p. 8).

We move the conversation further to include teachers, those in our population who are considered "staff" and not faculty (look it up). Those who only work 6 h a day and get summers off, and those whose job is really to "babysit" the child so parents can abdicate any educational responsibility. Harsh you may say? But a societal narrative nonetheless.

The editors and authors here move beyond narrative as a simple storytelling–writing process. Narrative here incorporates a "reflective," analytical piece of which the fundamental purpose is to aid in the construction of an understanding of what it means to teach. Over the years, this "understanding of teaching" has been defined in a variety of ways. Connelly and Clandinin (1990) used the phrase *professional identity*, and Trumbull (1999) referred to it as *professional knowledge landscapes*. Blake and Haines (2009) and later Blake and Blake (2012) suggested a *professional stance* whereas Schultz and Ravitch (2013) reiterated the concept of *professional identities*. However, defined and/or described reflective narratives are analytical, used to delve deeply into one's own practice.

The distinction between narrative and reflective narrative may be made by reiterating the basic questions of past researchers. Bryan and Abell (1999) posed, "How do we help them [student teachers] to articulate, analyze, and refine their beliefs about teaching and learning" (p. 172), and Korthagen and Kessels (1999) asked, "…how do we move beyond an application-of-theory-model to help teachers (pre- and in-service) to bridge theory and practice" (p. 4).

Apparent in both questions is the fundamental process of analysis. To move interns, teachers, and researchers beyond the conception of reflection and into the arena of "critical analysis," personal narratives become more than simple reflection, but are a means, first, to recall the experience and, second, more importantly, to analyze the entire teaching-learning process within *that* context. An analysis of teaching, by means of reflective narratives, helps to link the theory-practice connection and aid in the process of fully conceptualizing the scope of becoming a teacher (Blake & Blake, 2012). We agree, as Schultz and Ravitch (2013) suggest, that "New teachers do not simply enter teaching with a professional identity intact, [but] "acquire" this identity through the constant interactions within …the communities in which they learn to teach" (p. 37). Meaning, teachers learn to teach within the context of their own setting of teaching, with reflective narratives becoming a critical piece in helping them to fully conceptualize what it means to teach.

To put it simply, context is key. Narrative, in its most simple form, does not produce "truth" in any objective sense but rather seeks to construct stories so as to lend "believability" to the stories themselves. Indeed, "great narrative" according to Bruner (2002) "is an invitation to problem finding, not a lesson on problem solving" (p. 20). Reflective narrative, on the other hand, is grounded in the "socio-cultural and historical experiences" that may significantly influence [teachers] efficacy in teaching diverse learners (Ladson-Billings, 1995). Here, the reflective narrative

teachers use throughout their teaching transforms into "the secret of teaching [that] can be found in the local detail and the everyday lives of teachers" (Blake & Blake, 2012, Prologue).

Editors Hong and Doran believe deeply that reflective narrative is a "necessary practice where teachers work to identify problems, actively seek and reflect on their solutions, and gain meaning from the teaching experience" (Hong & Doran, 2021, p. 4). What Hong and Doran have done, therefore, is to counter this societal narrative of teachers and brought us into the real world of the profession. This book is set against a backdrop of increasingly populist movements around the world, where those different from the so-called "mainstream" (think: students of color, students who do not speak English or a standard variety of their home language, immigrants, and refugees) have become increasingly marginalized both in schools and society as evidenced by state and national exams and laws limiting their border-crossings—both geared toward measuring and rewarding the status quo, this book couldn't come at a more propitious time.

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Acknowledgments

Contents

Chapter 1
Introduction

Huili Hong and Patricia Rice Doran

The recent decades have witnessed a rapidly increasing number of students who learn English as an additional language at different ages in the world (British Council, 2013). To use the United States as an example, the number of multilingual students in U.S. public schools increased from 3.8 million in fall 2000 to 5 million in fall 2017 (National Center for Education Statistics, 2019). This trend holds true in many other English-speaking countries as well. Multilingual learners (ML) students spend most of their school time with their teachers, who often feel professionally unprepared to meet their diverse needs (Balderrama, 2001; Darling-Hammond et al., 2002, Farrell, 2019; Gándara et al., 2005). It has been well documented that teachers are in great need of Teaching English to Speakers of Other Languages (TESOL) credentials (Feistritzer, 2011), appropriate training, and continued professional support (Menken & Antunez, 2001; Rodriguez et al., 2010; Villegas, 2018). Preparing culturally responsive and linguistically sensitive teachers for increasing multilingual learners has been an ongoing endeavor in teacher education. Despite the teacher's crucial role in supporting and instructing their diverse students, limited insights have been gained from the young and adolescent ML teachers' and teacher educators'/researchers' personal experiences and professional practices with MLs across different teaching contexts and countries.

This book brings together a group of international scholars working as ML teachers, curriculum designers, and policymakers. These scholars are also at different stages of their careers working with young and adolescent MLs, their teachers, families, and communities. We employ systematic and purposeful reflections in preparing and supporting teachers of MLs. We see reflective narrative as an essential practice where teachers work to identify problems, actively seek and reflect on

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solutions, and gain meaning from their teaching experiences. The reflective narratives we shared and examined in this book were our own, our student teachers, or our teacher students' self-reflexive inquiries, discovery, and self-transformation. We aim to unfold the complexities in our own and our participating teachers' experiences with young and adolescent MLs, which provides rich implications for ML teaching, ML teacher preparation, and ML policymaking. Drawing on different teaching, research, and policy backgrounds, we see our shared identity as teacher educators and advocators for multilingual learners. We together explore, highlight, and value the importance and affordances of using reflective narratives in preparing teachers of and for MLs.

Throughout this book, you may notice a variety of terms used to refer to students who are learning English or proficient in more than one language. As editors, we have chosen to use the term "multilingual learners" in our title and introductory and conclusion text, as this term best captures the breadth and diversity of experience that linguistically diverse students may bring to classrooms. The use of "multilingual learners" also appropriately situates students within an asset-based framework, casting their linguistic diversity as additive, not subtractive, and depicting their potential in positive terms by emphasizing the multiple languages they may use with varying degrees of proficiency. As chapters address varied aspects of teaching and learning across multiple countries, cultures, settings, and student populations, the chapter authors have chosen the specific terminology most appropriate in each circumstance. Authors reflecting on U.S. school conditions, for example, may choose to use "English learner," a term frequently and widely used in U.S. educational policy and programming. In other settings, different terms may be more appropriate to describe linguistically diverse populations. You may notice other authors using terms such as "culturally and linguistically diverse" or "refugee" to accurately denote the specific groups and contexts to which their research is relevant. In allowing this flexibility, we hope to highlight the multiple ways in which language can help illustrate our circumstances. In some sense, this choice to use a variety of terms reflects once again the reality that our diverse students are not homogenous or a monolithic entity, but rather unique, with strengths, needs, and situations that vary across settings and circumstances. Language can sometimes point us to deeper realities. As our chapter authors describe, the process of using language to describe and reflect on those realities can help to prepare all of us for important work as educators in our diverse and changing world.

Teachers' Reflective Narratives

Jerome Bruner (1985) claimed that narrative and paradigmatic ways of knowing are two "modes of cognitive functioning": paradigmatic focusing on science to seek objective truth, and narrative, being context-sensitive, seeking "truth-likeness", claiming that "good narrative is full of human activity—wanting, opining,

decrying" (cited in Blake & Blake, 2011, p. 5). Later, Connelly and Clandinin (1999) addressed the use of tales to elucidate what teaching entails. The word "teacher lore" was coined by Shubert and Ayers (1992) to validate teachers' lived experience as a type of "legitimate knowledge," allowing future decisions to be anchored in previous experiences, perceptions, and accomplishments. In *Becoming a Teacher: Using Narrative as Reflective Practice: A Cross-Disciplinary Approach*, Blake and Blake (2012) showcase the use of narratives and narrative inquiry as a means to "get at" the process of becoming teachers of multilingual learners in and across content areas.

Teaching demands continuous reflection as teachers consistently make spontaneous and thoughtful decisions before, during, and after their teaching. Teachers' reflection is deeply grounded in their experiences in personal lives, professional training, and daily teaching (Blake & Blake, 2012). It is "a cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice, and while engaging in dialogue with others use the data to make informed decisions about their practice both inside and outside the classroom (Farrell & Ives, 2015, p. 123)." Further, Dewey (1933) noted that reflective thinking could help teachers master systematic inquiry methods and avoid sole rote memorization in skill acquisition. In essence, teacher's reflection is a means of self-discovery through careful examination, constructing, and reconstructing their beliefs, knowledge, experience, memories, and meaning over time (Bruner, 1990). Therefore, we highly value teachers' reflections on their teaching experiences, interaction processes, and experiences related to MLs and their matters in and outside the classroom (Farrell & Vos, 2018).

Teachers' reflective narratives are grounded in their socio-cultural and historical experiences and significantly influence their efficacy in teaching diverse students (Blake & Blake, 2012; Pavlenko, 2002). We, as teachers, are aware and reflexive of our beliefs and biases about ML students before we know what and how to examine, address, and make positive changes related to them (Wyatt, 2017). Developing our self-awareness and self-reflections of cultural and linguistic diversity issues should be the prerequisite for our effective teaching of MLs. Likewise, Shubert and Ayers (1992) pointed out, those who hope to understand teaching must turn to teachers themselves as the secret of teaching can be found in the local detail and their everyday life of teachers, which are told in and through the teachers' lore (Prologue V).

Using Reflective Narrative to Prepare Teachers for Multilingual Learners

Our book focuses on how teachers, researchers, and school professionals can use reflective narratives to understand their own practice and the complexities of teacher stories and experiences. These, in turn, can impact their abilities to enact their practice with young and adolescent MLs despite contextual constraints placed on

teachers. Our teachers employed reflective narrative as a powerful way of sharing, transferring, inquiring, constructing, and reconstructing knowledge, experience, meaning, and memories (Bruner, 1990). Teachers' reflections mainly were recorded as reflective narratives through multiple venues, such as interviews, reflection logs, and surveys. In our own words, we present and reflect our beliefs, experiences, and the situated phenomena in and through our narratives (Lyons & LaBoskey, 2002). Reflective narrative offers a sustainable platform for us, our peer teachers, and many other relevant professionals to examine how different beliefs and experiences influence and turn into various teaching practices (Hong et al., 2019; Athanases et al., 2019; Jay & Johnson, 2002; Jasper, 2013). Our reflection is the driving force behind our decision-making in the classroom (Farrell, 2016). It guides our teaching with various theoretical, empirical, and practical knowledge and then improves our teaching through continuously examining what, how, and why we teach in specific ways (Dewey, 1933; Farrell & Vos, 2018).

In this book, the editors, authors, and teachers believe reflective narrative has informed and will continue to inspire our work with young and adolescent MLs and their teachers. The first chapter is a research study on American teachers' and staff members' perspectives about immigrant and refugee students' schooling experience and academic performance. The following two chapters shared the challenges as well as successful strategies the in-service teachers discovered in and through their work with young and adolescent MLs and their families. The fourth and fifth chapters reported two teacher programs' different uses and findings regarding using reflective narrative with their preservice teachers. In the last two chapters, a senior English educator and administrator in China and an experienced English to Speakers of Other Languages (ESOL) program coordinator and curriculum designer in the U.S. reflected on their roles in the development and evolvement of multilingual curriculum and policies in the largest English-speaking country and the largest English-as-a-foreign-language country. Together, this book illustrates how reflective narrative has been used to improve teacher preparation, teachers' professional development, and curriculum design and renovations for young and adolescent MLs through continuously examining teachers' various experiences at different career stages and from different lenses.

Based on interview data collected in one urban school district in the U.S., Li reported in the first chapter the urban teachers' and other school service providers' narratives about working with immigrant and refugee students in the context of an under-resourced urban school district. Li's study revealed that teachers and staff had mixed positive and deficit perspectives of the students' academic performance. The teachers and staff shared the realistic difficulties of differentiating their instruction for the adolescent ML students who struggled with limited resources and social marginalization. Through their sharing, Li further explored the ongoing challenges that the service providers had faced in reaching and connecting with the immigrant and refugee students' parents and their community due to their different racial, ethnic, linguistic, or cultural backgrounds. The study has significant implications for professional development for both teachers and professionals working with

minority children and families at all grade levels, including (but not limited to) those in adolescence and young adulthood.

The next two chapters focused on in-service teachers. Hong, Moran, and Keith reported a qualitative case study on three rural school teachers whose voices were not fully heard in the field of teacher education. Drawing on the teachers' reflections on personal and professional experiences with young and adolescent MLs at different stages of their lives, the authors employed reflective narrative as a method for the rural school teachers to reflect on their current teaching and to promote their continued reflections for their future practice with MLs and their families. The authors reported the teachers' successful strategies as well as their needs in their teaching practice and further provided the pedagogical and professional development implications. This chapter concluded with the deliberation of four crucial dimensions in effective teaching and learning of young and adolescent MLs: language, culture, culturally and linguistically sensitive pedagogy, and collaborative community.

Manalo introduced a new trend of adding teaching abroad components in teachers' training programs to foster the teachers' adaptability to different teaching contexts, cultures, and student population. Her chapter described the teaching abroad experiences of four veteran teachers from a university in New Zealand. Her chapter documented powerful stories about how these teachers actively engaged in constant reflective thinking to solve the problems they faced in their overseas teaching of ML students. This chapter contributed exciting findings of how these veteran teachers' identities had been repositioned and evolved as their adolescent ML students' social capital was increased.

In the fourth chapter, Knollman, Doran, and Hoppin shared new findings from their multi-year grant project for preparing teachers to work with culturally and linguistically diverse students and students with special education needs. Teachers represented a cross-section of age and certification focus areas, with all sharing a common goal of K-12 ESOL certification, which would allow them to support students in middle and secondary settings as well as younger learners. Their chapter illustrated the use of reflective journals as a space for preservice teachers to reflect on how they solve problems outside the bounds of memorized techniques. Specifically, their analysis focused on three components in the preservice teachers' reflection narratives: (a) application of course content, (b) the importance of building relationships, and (c) the importance of valuing language and culture and its impact on future practice. The depth of the students' reflections varied across the journal reflections. The preservice teachers who identified as MLs or who had ML family members offered a unique perspective on the connections between the professional training, field experiences, and the depth of their reflection. The authors also indicated their concerns about the content and depth in the preservice teachers' reflective thinking. They further proposed adopting multiple reflections to promote more in-depth reflection and provided important suggestions for their own and other teacher programs' development and enhancement.

The fifth chapter presented a research study on preservice teachers from a different social culture and a different geographic area in the U.S. Being aware of their

mainly monolingual pre-service teachers' limited experience with other cultures and languages, Ward, Keith, Moran, and Yang inquired into their integration of an internationalization component (including inviting international guest speakers from other countries) in a literacy education course in their K-5 teacher preparation curriculum. The analysis of their preservice teachers' weekly reflective narratives showed their increased awareness about linguistic and cultural diversity and a shift from deficit to an asset-based mindset of diverse learners. Their chapter showcased what integration of internationalized course design and reflection can afford to teacher preparation programs. Their work has useful implications for thinking about the ways that teachers support learners who are approaching adolescence and the varied transitions that period might entail.

The last two chapters were two veteran teachers' unique reflective narratives as curriculum designers and/or administrators. Ning is an experienced English teacher, researcher, and educational administrator from China. He has been teaching English-major students at the doctoral, master, and bachelor levels. He also worked in multiple significant positions at different universities and served various professional organizations for more than forty years. Ning provided an in-depth retrospective view of the four significant development and reformation phases of English discipline and education in China. Based on the data gathered through his teaching, administration, and participation in policymaking, Ning probed into the challenges and problems of English instruction in four major areas: curriculum designing, textbook selection, teaching methodologies, and teaching evaluation. This analysis, a narrative reflection on the evolution of this discipline in China, also indirectly highlights the potential of using reflective narrative to explore such topics.

Our last chapter is Mogge's reflective self-discovery from his life experience with immigrant families and professional experience as a multilingual teacher educator and curriculum designer in the U.S. The author reflected in-depth about his positionality and identities. He shared his journey of living among Mexican-American peers, his foreign language studies, his work teaching adult immigrants, and his professional career contributing to teachers' understanding and embracing of MLs. As a European-American male, Mogge considered himself on the margins looking in at the lives of culturally and linguistically diverse students and families, always with fascination, interest, and a longing to contribute. Drawing from his reflections and the archived online discussions with graduate students/teachers, the author identified important patterns of interests and wonder among the graduate students/classroom teachers in his classes. Based on the findings from his abundant teacher training experiences, Mogge provided plenty of practical strategies to empower teachers to differentiate curriculum and instruction for culturally and linguistically diverse learners. This chapter, like others in this volume, provides an example of the benefits of reflection as both teachers and students progress through key phases in their own life and development.

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Chapter 2
Tales of Diversity Within Diversity: Urban Educators' Narratives of Working Immigrant and Refugee Students and Families in Unsettling Times

Guofang Li

Abstract Based on interview data collected in the context of an under-resourced urban school district in the U.S., this chapter presents four urban educators' (two teachers' and two school service providers') narratives about working with immigrant and refugee students and families within three schools with different demographics compositions. The educators' narratives revealed that the educators had mixed professional stances toward immigrant and refugee children and their families. While some were positive about their tenacity to succeed, others saw them from a deficit lens of culture of poverty that impedes their academic achievement. While the teachers struggled with the precarity of resources, marginal statuses, and instructional difficulty in differentiating lessons according to proficiency levels, the service providers were faced with challenges of reaching and connecting with the parents they served due to their unshared racial, ethnic, linguistic or cultural backgrounds and a lack of trust between home and school. The study has significant implications for asset-based professional development for both teachers and professionals working with minoritized children and families.

Introduction

Currently, one in four children in K-12 schools in the U.S. is from a minoritized language background. This superdiverse population includes local-born minoritized groups, foreign-born immigrant students, and refugees and asylum seekers. These diverse groups of students are reported to be the most at risk in the mainstream schools who continue to have disproportionately high dropout rates, low graduation

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9

rates, low college enrolment and completion rates, and overrepresentation in special education placement (NECS, 2019). In the meantime, the teaching force in countries such as the U.S. has remained largely homogeneous with the majority of teachers and staff members being white, monolingual, and middle class (NECS, 2019). Many of these teachers often struggle with finding ways to bridge the differences in teaching and learning due to the cultural and linguistic mismatch (Christianakis, 2011; Flores & Smith, 2009; Li et al., 2013). In fact, studies of in-service and preservice teachers have confirmed that many teachers do not feel adequately prepared to teach diverse students (Coady et al., 2011; Durgunoğlu & Hughes, 2010; Kayi-Aydar, 2015; Li et al., 2019).

Often, diverse students and their parents, especially those situated in urban contexts, are perceived negatively as unhelpful or blamed for their children's failure in school (see Christianakis, 2011; Li, 2008, 2018), making home-school partnership difficult. Research has found that attitudes teachers have towards diverse learners and their families play an important role in their ability to successfully teach these learners. Teachers with negative or deficit attitudes about learners' and their parents often fail to meet the academic and social needs of these students (Walker et al., 2004; Youngs & Youngs, 2001). In a study of 479 pre- and in-service teachers in Florida, Vázquez-Montilla et al. (2014) found that 73% of teachers considered it "unreasonable to expect a regular classroom teacher to teach a student who does not speak English" and only 9% of them agreed that "teachers should modify their instruction for their students' cultural and linguistic needs." Further, only 14% of them believed that regular classroom teachers should be required to receive training to be prepared to meet the needs of linguistic minorities.

Connected to the negative attitudes toward diverse learners, their deficit beliefs about minoritized parents and their involvement in their children's learning can also affect their ability to teach diverse learners in the classroom (Turner, 2007). In a study on urban teachers' perceptions of minoritized parents' involvement in school, Christianakis (2011) found that teachers viewed parents as merely "help labor" at best in school and at home and did not "draw a connection between their need for parental help labor with the absence of aides and paraprofessionals to support their workload" or reflect on "how classroom learning might build on learning practices already operant in the children's households or how learning and schoolwork might support home and family cultural practice" (p. 173). These studies revealed that teachers' and staff's (mainstream and minoritized alike) beliefs and attitudes toward linguistically and culturally diverse students and their families is critical in influencing students' learning experiences. There still existed considerable resistance and knowledge gap in teaching diverse learners in today's multilingual classrooms, suggesting the importance of addressing teachers' perspectives and attitudes toward diverse learners and their families in their daily teaching experiences.

In this chapter, I document two teachers' and two staff members' experiences of teaching and working with diverse students and their families in three urban schools in the U.S. through interview narratives. The goal of constructing these

narratives is to offer both "an invitation to problem finding" and "a lesson on problem solving" (Bruner, 2002, p. 20). These interview narratives were stories produced by the four informants by following initial questions or themes introduced during semi-structured, open-ended interviews where they were invited to control the directions of the conversations, speak in their voices, and share their experiences (Mishler, 1991). Therefore, these stories reflected the teachers' and staff's lived experiences and professional stances of what it means to teach and serve minoritized students in their particular discursive contexts (Blake & Haines, 2009; Connelly & Clandinin, 1999). While a lived experience is a recollective understanding of the practices, experiences, choices that have passed and their impact (Marshall & Rossman, 2011), a professional stance is "a set of beliefs that a teacher (whether novice or veteran) constructs as [s/he] juxtaposes her/his original personal theory of teaching with the realities of her/his everyday practice" (Blake & Blake, 2012, p. 7). According to Blake and Blake (2012), all of teachers' professional and personal experiences (such as their university teacher education experiences, their teaching experiences, and their personal knowledge gained through reflection and recounting their lived experiences) all contribute to the development of their professional stance. Therefore, in constructing the four educators' narratives, I bring together their personal, pedagogical, and professional understandings of working with diverse students and families in their particular discursive contexts.

Context of the Narratives

The study took place in an urban school district in the U.S. that was described by participants as situated in "a very needy neighborhood." As one participant, Ms. Miller, described it:

> Once upon a time, it was a very nice place to live. And it has gone downhill. My understanding is very quickly. I think about 99% of the kids that attend my school are considered to be living in poverty. And that is defined by their eligibility for free or reduced lunches. High crime, a lot of gang activity, a lot of drugs, a lot of gun-running that sort of thing. It comes out of Westside. The kids grow up in this sort of an environment.

The four participants came from three schools from the district and were selected because they were teachers or staff members of the children of the families that were part of the larger study. While Mr. Thomas (all names are pseudonyms), an ESL teacher in an international school that was designated for refugees, was a veteran teacher who had over 16 years of teaching experience. Miss Adams was a new teacher who split her time as an ESL teacher in two high schools in the urban district. The two teachers were selected because they offered a contrast between their experiences of working with diversity. Ms. Miller and Ms. Martin were staff members in one elementary school in the same district that served one of the families in the larger study. Mr. Thomas, Miss Adams, and Ms. Miller were identified as white. Ms. Martin was of Mexican descent but took her white husband's last name. Mr.

Thomas and Miss Adams were interviewed once. Their interviews lasted close to one hour and half each. Ms. Miller and Ms. Martin were interviewed twice each with one individual interview of each and one group interview with both of them. Each interview was about one hour to one and half hours.

The interviews were transcribed and analyzed thematically following Miles et al.'s (2019) four steps of qualitative data analysis methods: data reduction, coding, data display, and conclusion drawing. Since this analysis focused on the teachers' and the staff members' lived experiences of working with and professional stances toward the immigrant and refugee students and families, the first step of the analysis was to segment data about this focus. Following Blake and Blake (2012), teachers' lived experiences, including university experience, teaching experience, and personal knowledge, all contribute to shaping teachers' professional stance. Therefore, data related to their personal and educational backgrounds, their teaching and contextual knowledge of urban school contexts, and their reflection and representations of their experiences were segmented for analysis. Those that were not related to these experiences were excluded from the analysis. The relevant data were then coded by labeling chunks of data by their meanings (open coding) for each participant, such as "Professional knowledge: education and teaching/work backgrounds," "Contextual knowledge: interacting with families," "Contextual knowledge: supporting in school," "Contextual knowledge: support out of school," "Personal knowledge: own experiences." These various aspects were then displayed for each participant to construct their own stories/narratives of working with the minoritized children and families that they served.

The three schools, though all serving mostly children in poverty, differed in their demographics. In Mr. Thomas' school, students were mostly children of refugees who came from over 30 countries and spoke many different languages. Over half of the school's population (over 500 per year) were designated as needing ESL support. The school was on the list of schools that did not meet the Adequate Yearly Progress goals under the No Child Left Behind Act and under tremendous pressure to "get the kids read really really quickly" (Mr. Thomas).

One of Miss Adams' schools, the one focused here, was characterized by 80% African Americans (with a few African refugees such as the participants in the larger study), 15% Whites, about 4% Hispanics, and about 1% American Indian/Alaskan Native and Asian Pacific Islanders.

Different from the other two schools, in Ms. Miller and Ms. Martin's school, 60% of the student populations were Hispanic, 30% were African American, and 10% were other ethnicities, including a few Asians and Caucasians. Given that this school served mostly Hispanic population, it had an early bilingual program until the third grade but not the upper grades. The majority of the teachers were white female monolinguals with a few female bilingual teachers and a couple of male monolingual teachers. Given the high number of Hispanic students in this school as compared to the other schools in the district, Ms. Miller characterized it as "definitely a different world."

Four Tales of Working with Diversity Within Diversity

"I Send Formal Letters": Miss Adams Learning to Communicate with Minoritized Parents

Miss Adam's story was one that represented many beginning white teachers who are new to the urban environment and who are yet to develop an understanding of minorized students and their families. Her unfolding story below shows what it means to "get at" becoming urban educator for her minoritized students (Blake & Blake, 2012) and highlights the personal, professional, and contextual challenges for developing professional stance and skills for embracing cultural and linguistic diversity (Li, 2018). At the time of the study, it was Miss Adams' second year teaching. As a local to the state, she graduated with a BA majoring in history and a minor in Spanish. After graduation, she continued to pursue a masters' degree in elementary education and another masters in Teaching English as a second language (TESOL) from a local university. At the time of the interview, she was teaching at the high school for two periods. Then, she had to travel to another school in the city for the rest of the day. In this High School that served mostly African American students, there were very few ESLs. Therefore, Miss Adams had only 7 students in her ESL pullout class. Serving only 7 students who were combined 9th and 10th graders for only two periods. She saw her role as a facilitator of "language learning and more than just English in separate content areas: whatever the kids go to daily life, whether would be they have problems, they didn't understand a phrase when they watch something on TV, or whether they don't understand their assigned homework and everything in-between." However, she only had a marginal status in the school without administrative support, especially in her first year:

> Last year, the administrator hated it [ESL]. All ESL kids and I didn't get a room. I was in the library all year. I didn't have a blackboard. I didn't have any books… In [the school], I don't have access to computers. The couple of times I've used it, another teacher came in, gave me an attitude because his kids were in there. I'm like "Please," I'm working with one kid, and were using one computer. He is, you know, pennies in a nut over the issue. So that's actually probably the computer availability for the kids.

In fact, Miss Adams noted that she had to purchase her own materials due to a lack of funding support for ESL in her school. This second year at the school, the new administrator was supportive of her role. She was able to get a small room for her students in the top floor of the school. However, she found other teachers were still confused about her job. She was seen as "a bad guy" by some:

> At first, like last year I just thought that was [because of] the administrator, but this year I'm beginning to find out they just don't understand... I think I really like to clarify a lot of those misconceptions, because I'm often seen as the bad guy by certain programs, especially Owen's, you know, "oh, you taking this kid out, they are not learning anything. That's not true, they are…they are learning a lot.

And more teachers saw her as "a homework helper":

> I have a lot of teachers say, "Oh, well, why don't you do homework with them?" And I'm like, because I can't. If every single kid is in different science classes, even if it's all earth science, they have different teachers, there's no way, you know. And with two different with 10th and 9th grade, more of them are repeating students in 9th grade. You just can't do it. You can't be a homework helper. That's a tutor's job, not a teacher's job.

Despite these challenges, she enjoyed working with her students and thought they were "pretty amazing people":

> They are hard-workers. The fact that they are a lot braver than I am. I think if I were in their situation, I would have a much more difficult time. I think I'll cry myself to school. But they're troopers and they do their best, which is amazing. I had one kid coming in last year with no English and she went from beginning, like very low beginning to intermediate in one year, which is very good…but, and she passed all of the core classes, she passed the other one in summer school. So…I think that's pretty amazing.

She was also aware that the parents were supportive. For example, she knew that the parents of the focal students were very protective of him in terms of the bad environment in the school:

> He's not in any gangs, which is good, because gangs are definitely a problem in [the] schools…But I know his mom is very careful who he hangs out with, which is definitely a credit to her, like he's not allowed to play in this school basketball team, but he's allowed to play in church basketball team.

As a new teacher working within these constraints, her communication with the families was fairly standard, mostly done through two formal letters. One letter she sent home was about the students' ESL assignments, the rules, and her expectations of students: "I send everybody a letter saying your son or daughter so and so is receiving how many minutes to be in ESL. It was a formal letter." Another component of the letter was about grading and homework in her course,

> One thing I send a letter at the beginning in the year, stating my grading policy, which is 50% percent class participation, 25% homework, 25% test, projects, essays, you know, the more formal types of assessments…[A student] does get knocked-off points for participation if [s/he] does not bring it on time. That's the rule. And that's very clear in the letter I sent home as well as what I communicate to the students.

Although sometimes students mixed up about whether they handed in their homework, Miss Adams noted that she only "had to call home to people a couple of times about homework." Since all students were required to take the high-stakes state ESL achievement test, another formal letter Miss. Adams sent home was a letter about the test:

> And then another one giving the dates of the tests and telling the parents, "Please make sure your kid eat breakfast. Please make sure he's on time for school. Please make sure… she had a good night sleep… whatever," because you know the students would come to [school and] be like…No, no, no…[parents] need to be alert of this. So, if there is a problem, I call home…either academic or if I'm worried because they missed too many classes in a row.

Besides these formal letters, Miss Adams rarely communicated with the parents. When a misunderstanding of the course schedule for my participant arose, Miss

Adams did not realize that her message about the student's ESL assignment and the scheduling of courses was not properly understood until the student's mother showed up "unannounced." Miss Adams described:

> I think the only real conversation I've had with Owen's mom was the one time when she came in, kind of unannounced, which threw me off. Mr. Benjamin, the department head of the Computer Magnet, he's like, I'm sorry to throw this on you, but this lady's here to see you." And I'm like "Hi"… you know.

During this meeting, Miss Adams tried to explain that the pullout classes did not affect the grades or math courses that Owen was supposed to take, but apparently the point was not well understood. She noted, "That's good [to know], because I thought that was taken care of, but if it's not, I will certainly [clarify it]…"

Miss Adams noted that she had not had a chance to meet other parents. Nor could she devote more time to her students in the school due to the constraints of time and funding:

> …obviously, in the perfect world I would just be there full time, and every school would have at least one ESL teacher that was there full time. Because I feel sometimes especially with the lower-level kids, if I'm not there, there's no one to protect them from the other teachers who just think they're being obstinate, or…[roll] their eyes when they really don't understand. That makes me a little sad that I can't be there for them.

"Classroom Teachers Are Doing More": Mr. Thomas Helping Refugee Children In and Out of School

In comparison to Miss Adams who was a relatively new teacher, Mr. Thomas was a seasoned teacher who had been teaching in the school district for more than 16 years. Although he was born in the city, he had the opportunity to live in the Philippines for 2 years. During college years, he also travelled extensively to the Middle-East and Africa and visited many countries such as Kenya, Uganda, Tanzania, Rwanda, and Egypt, among others. After coming back to the city to settle down, he became a certified secondary teacher. Sixteen years ago, when he saw a huge need for ESL students, he began to teach ESL. At the time of the study, it was his third year at the international school, teaching over 40 ESL children in his class with different levels of prior schooling experiences:

> So, I got 8 kids in that class, summer one left…6 to 7 [have] never been to school anywhere before. So that presents a totally different situation…These kids are the beginners—they never been to schools so they are beginners, but it's a different situation, than, for example, I had an Ethiopian and Russian…She obviously had very good education in Moscow, and she came like, a month like knowing no English, and left near grade level in reading. She's been educated in Russia, so a kid like that, they know of the contents of, they don't know contents in English. But these kids coming, like from the refugee camp, they had no idea of what content is… The Bantu Somalian, they never been to school, they are not used to any kind of school setting …they cannot walk down the hall, in the beginning.

In addition to literacy, many students also came with trauma:

> They're hitting other kids… they might get mad and walk out of the classroom in the first 3 months. They've never been on it. I mean, I only see the desperate things…and some of the teachers get very angry. The other ones just totally shut down. So, in the beginning with those kids, they came into class, and put their heads down. They cannot read or say [anything].

Mr. Thomas' goal is to get these students read quickly, and "by the end of 3rd grade they are close to 2nd grade reading level from scratch, from not knowing the letters, because then they can start teaching themselves." In order to achieve this goal, Mr. Thomas decided to use a whole-language, meaning based approach to reading, in conjunction with the phonics approach mandated by the school system:

> So, the literacy in the reading is really, really important, I use books, as opposed to phonics. Phonics is back in… They do, the school system does. They are pushing very specifically for the ESL kids to do out of the context. Specifically, to teach reading I use Dr. Seuss' books. I teach them letters instead of starting reading right away. They [do] half reading [and] half geting on the picture of *Hop On Pop*. That's the first book I use. Then I got a whole sequence, I got a whole system of ... vowels, additional letters before they know how the vowels, I start with *Hop On Pop*. I do through running words because we haven't any time to lose it. We try to walk quickly.

To support students' reading, Mr. Thomas "got the parents involved right away by having them going home and read to the parents":

> I sent to the parents if the parents can read, I say, "Read this to your parent!" I talked to parents as soon as the parents know English. We've got people at school speaking Somalian, and most of the languages we can get some interpreter so we can get parents in. And I send them books home all the time, every night. Like a couple of the girls, a lot of kids are girls at the beginner class. To the girls every day they come in and trade one book for another. I just give the book to them, they go home and read them, give me another.

He continued this practice even during holidays and breaks:

> I kind of have them sign the stuff, like over break, like Christmas and Easter. Last Christmas, I typed out a sheet for each kid, some sight words, some running words, not a lot of the books, what they want to do, …their math; and I had a parent sign it. But I tell them to call me straight, so in big holidays you may get a sheet, I want kids do this.

However, getting parents involved with students who have never been to schools had been challenging:

> The refugees, the Bantu Somali, like you know, even if we see them at Parents' Night, they won't come otherwise. I think they are intimidated often. I send stuff but I think the school is intimidating to them.

So, Mr. Thomas maintained an open-door policy and told the parents they could walk in anytime even if he were in the middle of class:

> I always said, come on everyone. I said there's no time you cannot come in. I know some have trouble getting there. I have a kid… very very smart…because he was doing very well…[the parents] have no money, they sold all their jewelry and everything, so they took a taxi to get to Parents' Night. I thought they want to know their kid is doing well. They can come them anytime…., so I get a Somalia speaker, I have him calling [parents] and talking about everything in school.

While Mr. Thomas thought "the more they come [to school], the better," his involvement with the families did not stop in school. Noticing that some students, like one Bantu Somali girl, came to school without a shirt on, Mr. Thomas donated some of his own children's clothes. In addition, he organized a school-wide clothing drive and got a big collection of huge amounts of clothes to give away. Mr. Thomas also tried to address some of the inequity he saw existing in the city:

> I think in [the city] we are into two class systems. I think the kids that can afford to are going to private propellant schools, my own included; and the other ones are in the public school's huge classes like the grade ones with 30 kids, 28 kids normally…My daughter is in the private school, now the class has 14. They [Refugee kids] don't have any sports. That's why I'm trying to set up the soccer…No extracurricular, just about no sports. It's a very bad system. It's extremely unequal.

One of the biggest challenges he saw was transportation. He tried to get funding to support that in addition to driving the students himself:

> They got no transportation, they got tough jobs, you know, their hours may be difficult, they might be lonely. That's why I try to get them into soccer program, that stuff…we are trying to get funding. I tried some of [the state's] institute [funding], because the problem is most kids cannot do that because they cannot get down there. They ask me to take them, but I cannot. I cannot go on and take all the kids twice a week.

Like Miss Adams, Mr. Thomas believed that funding cut was having a huge impact on teachers' work inside and outside the school with ever-increasing class sizes:

> It's too many. [Teachers] do a better job at 20. Kids in 30, so that's another thing, a bad thing, you know. As the budgets go down, they crowd more and more kids in the class, they drop more and more as quickly as, they dropping the nurses…but the teachers, there are always that kind of conflicts in the classroom, teachers who think they are doing more than anybody else or others... The classroom teachers are doing more.

"Everything That Goes with Poverty": Ms. Miller Building "Bridges Out of Poverty"

Ms. Miller, a White woman in her early forties, was a site-facilitator whose job was to manage different initiatives run by the United Way in conjunction with different government departments in local schools. Ms. Miller had a Bachelor's and a masters' degree in psychology, and had been in the predominantly Hispanic school for 4 years. Prior to moving into this position in this school, she ran a group home for students with severe emotional disturbances in another state.

Like Mr. Thomas, she had three children attending the public schools in the suburban schools that were serving predominantly white middle-class children and saw great inequity in the school systems. She elaborated on the differences she observed:

> The curriculum: [My daughter] has a different special every day. She gets gym twice a week, she gets music twice a week, and she gets art once a week. She goes to the library every single day. We don't even have librarian now in the school every single day…The

school's library where I work, versus school my daughter goes, you can't even compare… [My step-daughter] is a junior, and she's already working on her senior thesis. How many kids in the [city] school system do you think know what a thesis is, let alone would write in their junior year… When the new rankings come out… what does well in the [city] school system, and what is really good isn't going to be really good in the suburbs. Like, in fourth grade [in the suburb school], it's like 97, 98% of the kids passed the proficiency test. I think we were like at 78 or 80 or something. So, there is a huge difference.

Similar to Mr. Thomas, Ms. Miller believed that the funding cuts had worsened the situation in the school:

…the fact that [the city's] school system has cut back so much. Not only are they teaching, are they teaching these kids, they're teaching kids with a lot fewer tools, just from an academic standpoint… it's cut so far back. We have a librarian that's only there two days a week. We have a beautiful computer lab, and no computer teacher. We had to raise money to get playground equipment because that was the only way they were going to get playground equipment. We have little kids. Can you imagine having little kids and not having a playground to send them out to play? They've only had the playground for two years.

The poverty issue impacted not only the school but also the parents. One of the top challenges Ms. Miller saw in the population she served was poverty and "everything that goes with poverty":

I think you can roll so much under poverty, living in an environment where there are drive-by shootings. There are times that you don't know if somebody is going to come into the house in the middle of the night. There are some families that don't have food from week to week, day to day, month to month. And again, that can fall under poverty and the lack of education with the parents themselves.

Ms. Miller's approach to supporting the parents was heavily influenced by Ruby Payne's controversial work, "Bridges Out of Poverty: Strategies for Professionals and Communities" (Payne et al., 2006), in which it describes the concept of "the culture of poverty":

So, there is a very, very different culture that goes along with poverty. And once you understand that culture, you are going to understand the school that I am dealing with so much better. Let me give you another example. It's really far out there. Again, this case that I was dealing with this morning. This mother has two kids, CPS [Child Protective Services] is involved, and it has been turned into a DSS [Division of Social Services] case. She had two other children who, she has lost her parental rights to, which means legally she can have absolutely nothing to do with them. So, she has these two kids, and she said that "if CPS takes my kids from me, I'll just go and have another one." That's her mentality. "So, if you take my kids, I am just going to have more." And that is a very prevalent mindset among the people.

Similar to Payne (2006), who has been criticized as imposing a deficit view of marginalized students and families (e.g., Bomer et al., 2008), Ms. Miller also associated the parents' poverty with their lack of education and mainstream literacy skills:

Well, the most significant way that it impacts is that you have parents who are not educated generally, who do not value education. So, they don't instill that in their kids, and they don't pass it on to their kids. So many of the kids came in with mentality of, "oh, I am just gonna quit when I'm 16, anyway. So, what difference does it make?" You have parents who,

because they are not educated, cannot help their children with their homework, just even—I mean, like, I am sure that some things have changed and even if you are educated, you might have a difficult time with your kids; math might be different, whatever the case may be. But if these people are illiterate, they can't even read what's been sent home, and that's a big problem, too. We've seen it with a lot of the, the immigrants slash refugees, they can't speak the language so you send something home with them, it's just going to be ignored because they can't read it. The same thing with somebody that is not educated and they don't even try. So, the biggest is they don't, if they are not educated, they are not going to place the value of education with their children traditionally.

Other poverty-related challenges were that families who were under these under-privileged situations "were much less structured than what you find in the suburbs":

…that's a huge factor. I mean even if mom is a single parent, and she is working, and she is trying to raise two or three kids, that's an incredible burden—to work all day long and to come home and prepare a meal and to make sure that the kids' homework's done, and kids are in bed in time. That's, that's an incredible, incredible burden. And that's considering that she would work 8 to 5, or 9 to 5. Some parents work 3 to 11, some work the overnight shift. It's just crazy.

Ms. Miller believed that this kind of situation, coupled with some illegal activities and drugs in the neighborhood, had made it difficult for some parents to send their students to school, even if they only lived a few blocks away from the school:

So, if the parents are participating in illegal activities, if they are doing drugs, if they are out doing whatever it is that they do at night. They are not going to be monitoring their kids, and the kids are going to be left to their own devices, and they might not necessarily get into bed at decent time. So, they can't get to go to school next morning because they are tired. Or even they do come to school, they might be so exhausted that they can't focus on what's going on. We do have some kids that come to school and they're hungry. They don't eat. The parents don't feed them…. These are real, honest-to-God problems and happens more frequently than what people might think.

Ms. Miller chose a menu of services to address these "non-academic barriers to improve the children's academic functioning" and one of her outcome goals was that "95% of [students who] are enrolled in the family resource center will have a passing grade." Her initiatives required that each site choose 5 out of 6 outcomes to hold accountable. Given the particular context she was working in, Ms. Miller chose these outcomes: decreasing disciplinary problems, formal and informal suspensions, increasing the attendance and parental participation, and improving academic performance. She elaborated on the menu of services provided by different agencies in the school to achieve these outcomes:

I have in my particular school, an agency called Child and Adolescent Treatment Services, which is CATS. They provide mental health counseling, and we also have a case manager who is full time in the school. I also have a full time Family Support Center family social worker…They do a lot of the same things that I just described, case management, crisis intervention. Crisis intervention could be a kid's having a problem and needs somebody to talk to, or it could be a family's house has burned down and they need food, shelter, and clothing. We have other agencies: EPIC (Every Person Influences Children)…They teach parenting and they have a Ready-Set-Read program which focus on literacy for the young kids. We have Life Transition Center which does counseling specifically based on grief

and loss, which is a huge issue, particularly in our part of the world on the West Side because there is so much violence, and there's so much tragedy. Next year when we moved to the school, I think we're going to have an attendance court so kids who have attendance problem will be held accountable by a family court judge in the school…We will be able to access…to a PINS Diversion program—it stands for Persons in Need of Supervision. So, basically a child that is deemed out of control or in trouble. You can petition the court to have them called a PINS, and it just gives you a legal leverage over the child… Next year…we are going be involved with Hispanics United. I am hoping that we're going to have somebody in the school a few hours a week, and their program would be mentoring, tutoring and court advocacy. So, we've got whole menu of services that we can access.

Some of their programs had some success with parental participation. For example, their anti-violence program, "Second Step", that was offered to all second-grade parents had over 40 adult participants, which made her and her staff feel "ecstatic" because there were that many adults. However, in general, Ms. Miller noted that it was hard to reach parents who mostly spoke Spanish, "Some parents don't even…speak English and don't even try. They will call the school, and demand to speak to somebody who speaks Spanish." Therefore, as a monolingual white person, she felt "very much at a disadvantage."

Further, one challenge was also the lack of trust of parents in the school and that of teachers in parents. She observed this "huge conflict":

I think a lot of the teachers come from a very solid middle-class to upper-middle class background, and they bring those morals and values with them, and they apply it to their kids that they are teaching, and they don't understand you cannot do that because the morals and values that we have are very different than the morals and values of this other socio-economic class, and they don't cross over that very easily. Their expectations are what they would be if they were teaching in the suburbs. So, I think the teachers get very, very frustrated with the parents. An example could be, we had one teacher who fits this mindset very perfectly. She's sent down referrals to us, "Her clothes are dirty, and she smells. Can you do something about it?" O.K. well, what do you want us to do? Wash her and put her in clean clothes? ... I think the teachers are very frustrated with the parents because they don't live up to their expectations.

In turn, Ms. Miller believed that "some parents are intimidated, and really and truly do not know how to come to school and approach the teacher and approach the principal as a partner, and not as an authority figure versus the parent." She elaborated her view:

They have got very good teachers, and they're teaching really and truly against the odds. They're teaching minoritized kids whose parents probably to a certain extent are resentful because most of these teachers live in the suburbs. Most of them, not all of them, but a good deal of them live in the suburbs. They come to school, and they are dressed in nice clothes. They drive decent cars. They speak well, and obviously, they are educated. So that's intimidating right there. They don't understand the culture of poverty that these people are living in. So, and then on top of it, they're teaching kids who may not speak English. Parents may not speak English. They don't believe in education the same way that the teacher believes in education.

As a site facilitator, Ms. Miller felt that she was caught in the middle of this conflict. On the one hand, she felt this cultural and linguistic barrier with minoritized

parents. On the other hand, she was not an educator. Therefore, she often felt like a "guest" in the school, though the situation was improving:

> Well, it's not only do you have the cultural barrier but you have the barrier of… I'm not an educator, and I am in some ways seen as a guest in this school, and not as a part of the school. …It can be very hard to deal with, and I have been in this school for a long time... I have teachers…that have never made a referral to the program, the whole four years that I have been there. They will not use us, and then I have other teachers that are down there saying, "oh, my God, help me with this," "what can you do with this?" You know, they just use us, and use us, and use us. So, it's, it's very weird because you are constantly trying to get everybody to sort of like you because they like you, and then they are going to use your services and it's going to benefit the kids and that's what we work here for.

"I Am from Mexico, and You Are from Puerto Rico": Ms. Martin Working with Difference Within Difference

Ms. Martin was the only bilingual English-Spanish full-time case manager in the school that Ms. Miller worked in. She was considered "a huge necessity" (Ms. Miller) given that 60% of the parents were of Hispanic backgrounds. Ms. Martin was born in Mexico and spent her elementary years alternating in Mexico and Los Angeles. At the time of the study, Ms. Martin was completing her undergraduate in social work and was hoping to continue to do her master's degree at a local university. In the school, Ms. Martin's responsibilities included running the Second Step, an anti-violence program. She also worked with students doing crisis intervention, counseling, home visits, family involvement, and outreach to parents. It was her first year in the school.

Though coming from Mexico, Ms. Martin considered herself different from much of the stereotypical gender expectations of Hispanic women. Different from many Mexican girls who were expected to have babies early, in her family, "everybody goes to college." She also considered herself not looking so Hispanic, but more "Italian" or "Middle-Eastern" with her darker complexion, big nose, and thick eyebrows. She also married a non-Hispanic Caucasian man and took his last name. Like Ms. Miller, she lived in the suburbs and commuted to the city school to work.

Ms. Martin agreed with Ms. Miller that poverty was a definite factor in the parents she was working with. Similar to Ms. Miller, she believed that parents in the school did not value education:

> Well, the parents I worked with in the school, none of them…have gone to school, getting their GED or high school diploma…I don't know if it was just because they had to work, or their life, just they weren't able to finish. So therefore, they don't view education as an important part of living life. They view it as like something have to do until the next step, which is usually marriage, a child, or have to work. And a lot of these women have had children when they were like 16, 17 years old, so everybody is so young. I think that's just part of why you can get frustrated because they just don't see the importance of the education and the importance for the kids to be in school, you know, and they themselves have issues. You know, they don't get up early enough or, they're not working and they are very depressed. They're just not motivated to make a difference.

Because of this kind of way of life, Ms. Martin saw that parents were living at the moment "from crisis to crisis":

> I think a lot of those parents need quick access because they are going from crisis to crisis. And when you're in crisis, everything is a quick fix, you know, it's not long turn. So therefore, they don't have the patience to see what long term commitments can bring. Well, for example, a high school education's four years, that's a long-term commitment. You know getting your associate's [degree], that's a two-year commitment. And there is no way that they could see how it's going to benefit in the future, because they are dealing with the now, and today and tomorrow. And a lot of these families move, I mean every six months they are moving from one apartment to another. It's extremely sad.

Therefore, Ms. Martin's job was to help the parents in the crisis, talking to them and addressing the problems. One of the approaches was to try to get them "think about the future, about going to about going to high school, think about going to college…"

Most of the families Ms. Martin served were from Puerto Rico. They were very different from Mexicans. Even though they spoke Spanish, the cultures were very different. In Ms. Martin's words, "the Mexicans don't like to associate themselves with Puerto Rico, just because their culture and their language are very Caribbean, you know, it's different, very different from like Mexico." In the school, Ms. Martin had not met any Mexican families, but more Puerto Ricans, and a few Cuban and Dominican families who shared similar cultures with the Puerto Ricans. Knowing the subtle cultural differences, she used her Hispanic first name in the school with parents (rather than her husband's last name, which might be an "insult" or "frowned upon") so that it was easier to connect with parents "who thought [she] was a single mom like them. Jokingly, Ms. Martin noted that "I am not exactly their kind, but I'm a lot closer to their kind than Ms. Miller is, you know, a white woman."

Because the majority of the teachers in the school were white, Ms. Martin found that the parents were not accustomed to coming to school to talk to teachers or staff if problems arose. Similar to Ms. Miller's view, Ms. Martin believed that the parents were intimidated by the school because "the language has a lot to do with it":

> The minute you step out of this little circle, there is nobody else. There is nobody who speaks Spanish. They all like right here, so people feel very intimidated. So, if you go downtown, there's not a lot of people, you know, social workers that speak Spanish. There is not a lot of help. So, a lot of people, especially the women who are not very sure about speaking English, you know, who just come up, and they just don't want to even try to speak English unless you have somebody with you that would be able to come for them, or defend them, but they don't. If they do speak English, somebody'll like answer them, but they don't understand what they are saying, they just kind of nod and say O.K. So, they feel very intimidated by the outside world.

This outside world also included the school. Even though some teachers in the school had an open-door policy like Mr. Thomas, inviting parents to come to them at any time, Ms. Martin noticed that many of the young moms just "don't wanna say anything…feel already being judged":

> That's the hardest part…because most of the parents don't want to talk to the teachers. They feel like the teachers are like, they are two separates—you know, here are the parents, the teachers are not a team. They feel very intimated by the teachers. I mean, even the few

[who] made referrals [to us to] get the parents, sit down and talk to the parents. And [the parents] will say, "Well, I am intimidated in talking to the teacher." We'll be like, "Have you talked to the teacher about your child's problem?" and they will like, "Well, no. I talked to her once, and she doesn't seem nice, or she's always busy," you know, they have all these excuses, and they're all negative. "The one time, I talked to her, but she gave me attitude or," you know, "The one time I called, and she never answered my phone call," and nothing ever positive, so they see teachers as just like this person that's just gonna make them feel bad or, you know, point out their flaws... So, it's actually bad, because there is no communication…

Ms. Martine noted that this lack of trust between teachers and parents also had a washback effect at home:

Sometimes, too, that the Hispanic parents when they send their child to school here, it's kind of like they don't know much English, they don't know how to read English, or understand it well, so they leave it up to the child to learn here. So, then they don't reinforce it at home, and I think that's why these kids have such difficulty, because especially with reading, they can't read English, you know, and the parents are not reinforcing, or they don't know math problems anything. The parents just don't want to deal with the homework, so the kids just get lazy.

Despite the cultural differences, Ms. Martin felt that the shared language was important to the parents who were relieved that "Oh, I'm so glad you speak Spanish. You understand it." She was able to visit the families and offer help, "everybody's pretty friendly, you know, and, and usually if I'm coming to the house, I come across as very friendly, non-threatening person." Seeing many cases of parents yelling at the children or using corporate punishment as discipline, Ms. Martin "150%" believed in early intervention in basic parenting skills, including providing routines and structure as well as problem-solving abilities:

I think that if we can get, from the hospital, when the parents have that baby, especially in the Hispanic community, and just follow through with them, just about how important it is to touch your child, how important it is to let them know that they have to be on a schedule for them to live you know healthy, good, and they become good babies instead of a burden. I think these moms always think that their babies are such a burden to them. They can't deal with it, they're so highly stressed. I just really believe in parent education. I think it's going to take [generations]… our school has so many single moms that are raising these children…The fathers need to be educated, because how important it is for them to be in their children's lives, and if we could just get that across them.

Learning from the Tales: Implications for Professional Development

The four educators' narratives from three urban schools reveal that teaching in increasingly complex diverse contexts is challenging for both new and seasoned teachers and staff alike. All of the educators had the intention to provide the best support for their students and families. However, their specific personal and professional experiences and stances revealed the persistent deficit stance toward minoritized students and families and an urgent need for an asset-based educational

approach that highlight the linguistic, cultural, cognitive, and educational assets minoritized children bring to educational settings (García & Öztürk, 2017).

Despite her admiration for the refugee children, as a new ESL teacher with a marginal status in the school, Miss Adams did little to communicate and engage parents besides the generic formal letters. In contrast, as a seasoned ESL teacher who had travelled to the countries where his students came from, Mr. Thomas intentionally engaged parents and students in his teaching through assignment book reading homework and helping them enroll in extra-curriculum activities such as sports in the community outside school. Despite their different personal and professional experiences, the two parent liaison staff members shared similar deterministic and deficit attitudes and perceptions of parents who are under poverty. Ms. Miller, a white, monolingual, middle-class woman, tried to address the poverty-generated issues through different support programs in the hope of increasing the children's academic performance. However, due to the cultural mismatch, she often felt like a guest. Ms. Martin, as a Hispanic woman from a middle-class background, though she had shared language backgrounds with the parents she served, her perceptions and practices were heavily shaped by her middle-class backgrounds and the ethnic hierarchy within the Hispanic communities.

The four narratives presented here have important implications for teacher and staff professional development. While many seasoned in-service teachers' prolonged immersion experiences in diversity (such as those of Mr. Thomas) could help teachers develop innovative strategies to engage students and parents in and out of school, Miss Adams' practices suggest that a positive attitude towards students and parents is not enough, new teachers such as Miss Adams need additional support in developing specific cultural competencies and concrete strategies in connecting and working diverse students and parents. Further, there is a need to support these novice and seasoned teachers' reflexivity in teaching diverse learners through which they can make critical connections between their own personal and professional identities and their practices in gaining cultural familiarity with the families, providing cultural and linguistic affirmation, and allowing greater flexibility to family needs and circumstances (Durgunoglu & Hughes, 2010; Li, 2018).

While there is some literature about teachers' experiences with diverse students and families, there is little about staff members who often are the first contacts for many minoritized parents. The two staff members' perspectives and experiences suggest that such professional development must be a whole-school, system-oriented effort. Since these members are often working in the frontline with the families, it is critically important that they are also supported with gaining cultural competencies and strategies in working with families. Of particular importance is to provide opportunities for them to engage in reflective practices that help them better become cognizant of how their sociocultural positioning, identities, and unintentional biases might influence their practices as they continue to serve as advocates and supporters of the children and families. Ms. Martin's case also suggests that it is important not to essentialize minoritized teachers or staff members, but to acknowledge the difference within difference that exists among minoritized communities.

Similar, there is a need to integrate diversity in teacher education courses and programs. Numerous studies have revealed that teacher education courses and professional development programs neither sensitize preservice teachers to cultural and linguistic differences they can expect to encounter in their future classrooms, nor provide them with actual tools and strategies to address these differences (Durgunoglu & Hughes, 2010; Li et al., 2019; Li & Jee, 2021; Philip & Benin, 2014). Therefore, in this era of tests, standards and accountability, preservice teachers' lack of preparation may prevent them from acquiring necessary knowledge and skills in providing targeted instruction and services and support for these superdiverse populations to meet their sociocultural and academic needs. Given the prevailing negative stereotypes about diverse learners and families, scholars such as Li & Jee (2021) increasingly call for a paradigm shift from a pan-diversity approach in teacher education programs' practices in preparing future teachers for diversity that focuses on superficial and segmented notion of cultural diversity.

As noted by Andrews et al. (2019), many current curricular and field experiences serve to reinforce the deficit mindsets that preservice teachers bring to the teacher education classroom, despite teacher education programs' best intention to address diversity. Therefore, there needs a transformation in teacher education to first identify and map inequities and across the physical, relational, and pedagogical spatialization of its programs to understand preservice teachers' training needs to avoid a reproduction approach to negative stereotypes (Suoto-Manning, 2019) and adopt an asset-, equity-, and socio-justice-oriented pedagogy that helps preservice teachers unlearn many of the firmly rooted biases, stereotypes, and assumptions they bring to the program and engage in critical reflection on their beliefs and practices (Andrews et al., 2019). These new practices, however, must be firmed grounded in practice-based teacher education where preservice teachers have the opportunity to practice how to work with diverse students in specific contexts, rather than learning about theoretical importance of it (Matsko & Hammerness, 2014; Peercy et al., 2019).

Finally, it must be noted that all the narratives point to the structural barriers that exist in the educational system that impedes not only the learning and progress of families who are often stuck in the bottom of the structure but also the work of the educators as they try their best to support the families and children they serve. Therefore, it will be futile to rely on individual educators to make changes, without addressing the systematic inequity in socioeconomic resources and racial segregation between city and suburban schools.

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Chapter 3
Exploring Rural School Teachers' Experiences with Multilingual Learners: Pedagogical and Professional Development Implications

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Abstract Effective language teaching and learning are profoundly influenced by the teachers' personal experiences and personalities, their experiences as language learners and as language teachers, and their beliefs about young and adolescent multilingual learners (MLs) and their teaching. This book chapter honors and examines in-depth the often-discounted stories of rural school teachers. We report a qualitative case study that explores three veteran teachers' reflections on their personal and professional experiences with MLs for self-discovery and their further reflections for their future instructions with MLs. Data analysis revealed the teachers' different strengths in their teaching as well as needs in their professional development. Four significant dimensions (language, culture, culturally and linguistically responsive pedagogy, and collaborative community) were identified as critical elements for effective teaching of MLs and language teacher education.

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Introduction

Today's classrooms have become increasingly diverse with multilingual learners (MLs) from a complex range of social, cultural, linguistic, and racial backgrounds. Meanwhile, with the rapidly changing linguistic, cultural, and ethnic profiles of ML population, our teachers have remained disproportionately female, white, middle-class, and monolingual (National Centre for Education Statistics, 2019). Research studies have revealed teachers' modicum of knowledge of and experience with diverse students (Attwood et al., 2019; Chaney et al., 2020; Darling-Hammond et al., 2002; De Jong & Harper, 2005; Wissink, & Starks, 2019). This is particularly true in rural areas with an influx of seasonal immigrant families and students and with teachers who have no or minimal personal or professional experience with linguistically diverse students (Hansen-Thomas et al., 2016; Wrigley, 2000). Pursuing academic success with diverse students and preparing culturally responsive teachers have been an ongoing endeavor in teacher preparation. Much less research focused on rural school teachers whose voices were not heard much in language teacher education. Further, limited research explores the use of reflective narratives as a means for rural teachers' self-discovery, reflections on their current teaching practice, and reflections for their future actions with young and adolescent MLs.

Teachers' Lore

There has been an ongoing oral tradition among teachers who exchange, construct, and reconstruct perspectives together. It is called teachers' lore (Schubert & Ayers, 1992, p. viii). The great potential of teachers' lore is to unfold the rich and complex realities in their various experiences (Blake & Blake, 2012). Effective teaching and learning of MLs is often invisibly but profoundly influenced by the teachers' personal experiences and personalities (Farrell, 2016), their experience as language learners as well as teachers (Farrell, 2007), and their beliefs about learning and teaching a second or an additional language (Farrell, 2015; Farrell & Ives, 2015). There is always space for teachers' improvement if they continuously and consciously reflect on what, how, and more importantly, why they teach in specific ways (Dewey, 1933). This chapter shares three rural school teachers' reflections about their personal and professional experiences with young and adolescent MLs. We employ reflective narrative as a method for these rural school teachers to reflect on their personal experiences and current teaching of MLs. Doing so aims to promote their continued reflections for their future actions with young and adolescent MLs. Then, building on our learning from these teachers' reflections on improving ML teaching and learning and needs for further

professional development, we discuss the ML pedagogical and ML teachers' professional development implications.

Reflective Teachers and Their Reflective Narrative

Teachers are thinking teachers who consistently make spontaneous and thoughtful decisions before, during, and after their teaching. Teachers' reflections are grounded in various experiences they have gone through in their personal lives, professional training, and daily teaching (Blake & Blake, 2012). Reflective teaching is "a cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice and use the data to make informed decisions about their practice both inside and outside the classroom" (Farrell, 2015, p. 123). As teachers and teacher educators, we highly value teachers' reflections on their classroom teaching experience and attend to matters outside the classroom. Teachers' reflections of their various experiences have been documented to be very beneficial for their teaching (Farrell, 2013; Farrell & Ives, 2015; Sibahi, 2015) as it offers broader historical, social, cultural, and political contexts of their teaching (Jay & Johnson, 2002). Their reflective narratives provide an important venue for the teachers and researchers to examine how teachers' beliefs may have or have not turned into teaching practice (Jasper, 2013). Their reflective stories can guide their teaching with diverse theoretical, empirical, and practical knowledge and improve their teaching by continuously examining their and others' teaching from different lenses (Jasper, 2013).

In our study, the teachers' reflective narratives offered an important window for us to know their stories and the meaning communicated among them and their peers. It is a powerful tool for sharing, transferring, constructing, and reconstructing knowledge, experience, meaning, and memories (Bruner, 1990). As Schubert and Ayers (1992) pointed out, those who hope to understand teaching must turn to teachers themselves as the secret of teaching can be found in the local detail and their everyday lives told in and through the teachers' lore (Prologue V). In their own words and ways, the teachers reconstruct and represent their rich experiences and situated phenomena through their narratives (Le Goff, 1992; Lyons & LaBoskey, 2002; Klein & Myers, 1999). Their reflective reports featuring with specific teaching or personal events help us gain an in-depth understanding of the narrated phenomena (Klein & Myers, 1999). The participating teachers were encouraged to reflect on their growing experiences and ongoing teaching practice because reflective thinking is "the driving force behind many of their classroom actions" (Farrell, 2016, p. 3). Their complex experiences related to their ML friends, students, and families over the years provided us with a comprehensive and in-depth insider perspective on ML teaching, teacher preparation, and in-service professional development support.

Method

Our study is a qualitative case study (Yin, 2002). We pursue a better understanding of the rural school teachers' personal and professional experiences and the implications for teaching and learning of MLs and teacher preparation. We formed a focus group of three veteran teachers with over fifteen years of teaching experience to examine their rich personal and professional experiences with ML children and youth across different years. We see each focus case as "a contemporary phenomenon within its real-life context" (Yin, 2002, p. 13). We use the case study as an empirical inquiry consolidated through our long-time commitment and careful triangulation of the data collection methods, data sources, and perspectives (Maxwell, 2012).

We started our inquiry as empathic listeners who did not judge but attend to the teachers' stories. Our long-term research partner relationship and friendship developed in and through previous collaborative projects gave us an insider perspective to understand their lived and told stories, who they were, whom they were becoming, and which stories were sustained over time. We endeavored to create a safe and open space where the teachers' authorship and authority as storytellers were honored (Clandinin & Connelly, 2000). We successfully established and maintained a fidelity relationship as we protected their anonymity and confidentiality regarding the complexities of their briefs and experiences of engaging ML students and families. Meanwhile, we are aware of the construction of backgrounds, identities, positionalities, and realities we brought to our relationship and the research situation, which interacts with our joint construction and interpretation of the teachers' reflections and beliefs.

Our study explored the strengths and challenges in the rural school teachers' teaching of young and adolescent MLs and their interactions with their families by examining their reflective narratives. Specifically, one part of our exploration focuses on the participating teachers' reflections on actions, "the retrospective contemplation of practice" (Burns & Bulman, 2000, p. 5), which included both their various social experiences in and out of classrooms at different ages. Its purpose is to unfold a repertoire of personal and professional experiences the teachers brought to their interactions with their ML former classmates, friends, and their current ML students. This part of the examination enabled the teachers to articulate their impressions of young and adolescent MLs and what worked for them in their interactions with MLs and their teaching of ML students. Informed by the findings of the teachers' successful or unsuccessful personal or teaching experiences with MLs, the second part of the investigation focuses on the teachers' "reflections for actions." Its purpose is to let the teachers rethink and think ahead of what personal and professional knowledge, skills, and support they would need and use in their future teaching practice with MLs and their families and communities.

Research Context and Participants

Our participants were three female veteran teachers, Beth, Sammy, and Linda from three different elementary or middle schools in a poverty-stricken rural area in the U.S. Beth has been an elementary school English language arts (MLA) teacher in three different Elementary schools in the past 15 years. She primarily taught grades K-2. Beth held a master's degree in elementary education. She was originally from and grew up in a small town in New York state. In her teaching, she occasionally used some Spanish to communicate with Latino MLs. Beth has been actively involving her students, especially ML students' parents, in her teaching. Sammy has been teaching in a local elementary school with a high ML population. She holds a Bachelor's degree in elementary education. Her native language is American English. She claimed that she might know "about 10 Spanish words". Her personal schooling experience was impressively rich as she moved with her family to eleven different schools in Texas and Tennessee. A lot of these schools were military on-base schools. She started her career as a reading specialist. Since then, she has been teaching kindergarten or first grade at the same school for almost 20 years. Linda was a true local resident and teacher who grew up and taught in the same area for her whole life. She held a Bachelor's degree in elementary education. Her native language is English. She learned some Spanish in her high school but did not use it in her teaching. She has been teaching 9th grade in the same and only high school in the town for over 20 years.

Data Collection and Sources

We constructed a semi-structured interview (Appendix) (Kvale & Brinkman, 2009) in advance to facilitate conversations with the participating teachers and the researchers. Their narratives based on the semi-structured interview provided a space for the teachers to reflect on their experiences, beliefs, and teaching practice and arrive at a new level of awareness of their beliefs and practices (Farrell, 2015). The researchers and the participating teachers had collaborated on other projects for three years before they agreed to participate in the current research on their personal and professional experiences with young and adolescent MLs. We shared the interview questions with the participating teachers in advance. The interview data was supplemented by the teachers' preparation notes for the interviews and our field notes and analytic memos from observations of their classroom in our previous collaborative research projects. The interviews were audio-recorded and transcribed by the researchers over a one-semester span. Each interview lasted twenty to sixty minutes.

Data Analysis

The researchers conducted open, axial, and selective coding (Strauss & Corbin, 1990) and then met monthly for comparative data analysis. The reflective interview data collected in this study revealed the often-untold stories and the complexities of the rural teachers' various personal and professional experiences, which yielded rich implications for their and other language teachers' future teaching. Also, with the focus on the teachers' reflective narratives and their funds of knowledge (Moll et al., 1992), discourse analysis (Bloome et al., 2005; Gumperz, 1982) is employed to analyze the interviews that occurred in the nexus of relationships and interactions among the researchers and the teachers. The teachers' interview preparation notes and the researchers' field notes were used as supplementary sources for data analysis and discussion. This data analytic approach provides a framework for analyzing "the social contexts and incorporating the teachers' understanding of contexts into the inferencing of meaning (Schiffrin, 1996, p. 316)." Through our data analysis, we explored the following research question:

- What are the rural school teachers' pedagogical strengths and professional development needs reflected in their various personal and professional experiences with multilingual learners?

Based on our findings, we proceed to discuss the implications for ML teaching, teacher preparation, and professional development support for in-service teachers.

Beth's Stories

A girl grew up in a small traditional/white town in New York State.

We start our story by sharing Beth's personal and professional experiences across different states. She grew up in a small rural town in the suburb of Buffalo in New York state. She called her town very "traditional" and predominately white. She took four years of Spanish in middle school and high school and could speak Spanish fluently then. In our observation of her classes, Beth often used Spanish words to communicate with her young ML students. She said that she did not grow up with many diverse students because rural areas, unlike New York, were not diverse. Because her town was not very transient, there were not many kids from other backgrounds. In our interview, Beth mentioned, "As kids, we just played!" She remembered her ML friends in elementary school as "some kids with tanner skin." She assumed that these kids were from "different cultural backgrounds and home languages" without language barrier issues as they were not pulled out from their classrooms. It is not unclear whether the ESOL services were available in her school district or not. She did share her "cute memory of a specific Philippine classmate" (interview transcript) because the song "*Getting to know you*" in the Broadway show "*King and I*" was used in her class to get to know the classmates. Her

narratives indicated her sharper sensitivity to subtle cultural differences among different white communities (Greeks, Irish, Italian, French, Germans). Her stories also reflected her broad and deep roots in the white neighborhood. For instance, she suggested that "being full-blooded is culturally essential to Italian and Irish groups, and there were particular cultural symbols and routines associated with these white groups."

"I am teaching the little souls."

Beth worked in three different schools but in the same local school system. She collaborated with two English as a second language (ESL) teachers before. In most years, she only had one or a few ML students. Beth had ML students from Iran, Nigeria, Mexico, Costa Rica, China, India, Vietnam, and Australia. Interestingly, a student from Australia with an English language variation was classified as an ML student. She only once had one ML student with special needs (autism) from Jordan, whom Beth felt most challenged in teaching him. While sharing her teaching experience, her story sent an important reminder to our teachers about the ML students' unique but diverse needs.

> A lot of people think if I only learn to speak Spanish, then it won't be as difficult of a situation, I will be more equipped and I'll have that handled. We are just finding that that's not the case. You can't just learn the language and assume you will be able to teach an ML student. That is really not the procedure. You have to be able to regardless of what language they speak because the needs are so diverse. The reason I wanted to proceed with talking about that before speaking to a specific student is because that is one of the things I noted in my notes. The needs of the ML students are so unique and diverse as the world that we come from. You can have two students like Victor and Wendy that have the exact same year from the exact same country, and you have two totally different students and two completely different sets of needs. (Beth, interview transcript)

From our long-term collaboration beyond this research study, we knew Beth took a significant amount of time and active agency to understand the ML children, to reach out to their families, and involve family members in her teaching. She made a strong statement, "working with MLs is not working with ML issues but little souls." Her statement reflects her embracing attitude towards ML students and their families. Beth's efforts of engaging family in her teaching also reflected her beliefs about ML as "little souls" (a whole child approach) and about the importance of getting to know them in her detailed narrative of specific ML students. Her teaching was characterized by her consistent active involvement of parents in her teaching, a class Facebook account shared with families, and school activities. One of the ML students she talked a lot about was Wendy (pseudonym) from China. This ML child cried quite often in Beth's class when she could not convey her ideas as fast as she could in her native language (mandarin). Wendy was born in a rigorous and traditional Chinese family in the U.S. She was sent back to China for school education and was raised by her grandparents. But her brother was able to stay with their parents in the U.S. Wendy finished her first grade in China and just returned to the U.S. with her grandmother. Beth did not think Wendy could get what she needed as a child and an ML student as her parents were rarely home. Wendy's grandmother

was eager to help her. So Beth took an active agent to get more help from her bilingual students to understand Wendy and her grandmother better.

Her peers and the parents saw Beth as a successful teacher. As she continued to explore effective strategies to help her students, she shared a few practical tips she found successful.

- Use lots of visuals and pictures.
- Use graphic organizers and sentence starters.
- Act out words for MLs.
- Use gestures and hand signals.
- Encourage ML newcomers to learn from other ML students and peers.
- Engage children with humor and warm laugh.
- Individualize goals and expectations for MLs.

Additionally, Beth invested enormous time in getting parents involved through social media, guest speakers, special performances, parent math or engagement nights, and established a geography club. Half of the students were MLs. Beth felt comfortable reaching out to parents and obtaining "first-hand experience" of her ML students. She invited parents to co-teach and tackle possible stereotypes the native English-speaking kids might have had about other countries or cultures. Together with one of our researchers, Beth has co-planned a unit of study integrating English language arts skills and social study topics like immigration. The collaborating researcher and a few international mothers in Beth or her colleagues' classrooms were invited to share their immigration journeys with the whole second grade in this local elementary school. Other peer teachers, administrators, local social media, and community members were invited to their storytelling event. As part of the co-planning and co-teaching, the researchers also asked Beth to speak to their classes for pre-service teachers and to present their co-planning of this integrated unit plan.

"I would like to know the most is what are the best practices."

When we talked about the professional development needs, Beth said she was most interested in the best activities and best practices in ML teaching. Beth mentioned the most challenging part about teaching MLs was the figurative language, especially idioms and metaphors. She provided a specific example in our interview.

> …when they are young and kids have been speaking these idioms of language since they were little and then hear something and they are like "what are you talking about "like I say" Come on, we're going to get the ball rolling." You'll have someone who does not know language well, and they're looking around for a ball. Because they're thinking a ball, you know figurative language, and understanding. That's the most difficult…

Beth knew there were numerous evidence-based teacher books on MLs' effective instruction (i.e., Li & Edwards, 2010). Meanwhile, she mentioned these were general guidelines and might not be a universal recipe for every different ML in her class. She told another story about her mission trip to Romania and how she misused a Spanish word for little ones, sounding like the word "booger" in Romanian. All the above stories told us that Beth understood the struggle, anxiety, and learning

curve an ML might experience in her class. Two critical issues are highlighted in the above stories shared by Beth. First, a teacher cannot just learn the ML's language(s) and then be able to teach an ML. Second, a teacher "cannot misjudge ML students if they cannot orally or communicate in written forms in English due to the lack of English language skills." Beth said yes and no to our question about her preparedness to work with ML children. She also mentioned that student teachers she mentored in the past years did not take ML classes or get certified. She further pointed out that both in-service and pre-service teachers would need more and continued systematic learning or professional training related to ML education rather than some quick share of ESL pedagogies provided by ML teachers or specialists from the school district. Beth thought the ESL teachers only shared some law changes or different strategies for things quickly at their faculty meetings in her school. Not many teachers had substantial collaboration either. Neither did Beth think a short-term ESL certificate program focusing on teaching language or literacy would be enough as she did not want to be a "pull-out" teacher. Her reflections are in harmony with her belief in teachers as parents.

Sammy's Stories

"I was the ML."

Sammy went to eleven different schools, many of which were military schools, "the base schools" in her words. She recalled many of these schools with a robust Spanish-speaking environment. At that time, she knew no Spanish words but noticed that was the language the big kids spoke on the playground. She did not specify any positive or negative experiences related to her ML peers in the school. Sammy described herself as "miserable" in a Spanish language environment.

> So, I had the flipside of what kids coming in with not knowing English go through because I had no idea what they were saying. And I was miserable because I thought they were talking about me, ya know, because I didn't understand a word. And then we had a class with a basal book written in Spanish that we were expected to be reading and I still to this day remember sitting in this class, with this man Hispanic teacher and this basal book full of Spanish words that I did not know what they were. So that's why that year sticks out in my mind. Other than that, I have no recollection of any other experiences, positive or negative in regards to English language learners…

Sammy saw her as "the opposite, the ML in that environment." Sammy's stories about her experience as a white kid immersed in a Spanish-speaking environment were powerful. The researchers assumed her unique personal experience might shape her ways of understanding, approach, and teaching of MLs. However, Sammy's brief talk on her teaching practices did not reflect her prior experience of "being in the shoes of others."

"The kids really do a nice job of taking them (MLs) under their wings."

Sammy taught kindergarten or first grade in the same elementary school with rapidly increasing Hispanic students and African American students. She usually had the same group of students for two consecutive years: kindergarten and first grade. Like many others, Sammy thought it was relatively easy and smooth for young ML children to learn an additional language.

> Well, ya know at the kindergarten level like even on the playground, the kids really do a nice job of taking them under their wing and hey come play with me, kinda thing. Well, that might not be the situation with bigger kids, but it is with little kids, which is nice. I think they are a little more accommodating for that.

From Sammy's perspective, it seems that letting all the children play together worked to socialize MLs and their peers effectively. With her reading specialist background, Sammy expressed her confidence in teaching literacy and structure or content vocabulary. In her interview below, Sammy did not mention the need for specific differentiation or teaching strategies tailored for her ML students.

> I think at the kindergarten level, yes, because it is what I am typically doing anyways. There is so much of vocabulary building and comprehension skills that are just typically done in kindergarten. So, I feel like that meets the needs of the ML that I have recently dealt with and I am currently dealing with. I can see at an older kids' level that it might not be. But at my level I feel like it is.

All the ML students she has had so far joined her class with the necessary communication skills. She indicated that she would feel desperate if an ML came to her class with zero English. In addition, Sammy mentioned the divided family structure of her ML students. Some of the ML families still had some basic needs of food, housing, clothing, etc. Regarding parent involvement, she held teacher-parent conferences for parents of ML and all other students. Sammy emphasized the interpreter's role as she said, "the interpreter makes the (ML) teacher-parent communication circle complete." She was aware there was a district-wide translation website and other resources, which had not been used yet.

"She (the ESL teacher) kinda followed along with what we have done in the classroom."[1]

Meanwhile, Sammy pointed out that the ML children with basic communication skills still needed English as a second language (ESL) service as they were "academically behind." And "structurally the vocabulary may not be there." When we asked about the ESL service and the collaboration with the ESL teacher, Sammy said they basically did not sit down or plan together. In her words, the ESL teacher who served two or three different schools "kinda followed along with what we have done in the classroom." Sammy would let the ESL teacher know what they were focusing on, such as sequence words. She mentioned that they (the homeroom teachers) "just did not have the opportunity to do much collaborating beyond that." Based on our classroom observation in the ESL classroom, the teacher could not focus on what the MLs were learning in class as they were pulled out from different

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[1] Explanation added by the authors.

classes and grades. In our interview with the ESL teacher, she told us that she made repeated requests to join the ELA teachers' group teaching planning. However, the ESL teacher has never had such a chance, which suggested the critical importance of the school administrator's support.

"I would love to know Spanish."

Responding to our question about the professional support she might need, Sammy did not suggest specific support beyond what she has had. She said, "I would love to know Spanish so that I got a kid, ya know Spanish comes to mind first because that's what we typically have lots of Latino kids. So, I don't have time to, but I would love for my personal knowledge to have a stronger Spanish background beyond 10 words." Sammy's answer reflected her undifferentiated instruction of MLs and the lack of knowledge about the professional support she would need to truly address the needs of ML newcomers without any communicative English. Sammy also expressed her interest in having more information on dialect and structural differences between African English and American English. In the previous year before this storytelling project, Sammy struggled to understand a child from Africa because the child's syntax was so different from, in her words, "what we use." Sammy encountered the same challenge in her communication with the African parents, whom she also found hard to understand due to the same language variation issue. She was concerned that the parents did not truly understand her but nodded their heads as a polite gesture in their parent-teacher conferences. Because the parents were English speaking, there was no translation service available for the teacher and the parents. Hence, Sammy thought additional information or learning English variations would help her better accommodate the parents' needs. All her responses to professional support focused on basic communication with students and parents but did not mention what she might need to better support MLs' learning in her classroom.

Linda's Stories

"I am from here, born and raised here, so not very diverse."

Linda was aware of the lack of diversity in this rural Appalachian area. In all her school experience, particularly in her elementary school, she remembered clearly, "we were all white, we didn't even have a black student. We certainly didn't have many Hispanic people or Chinese people. It was all pretty much white people in my neighborhood and going to school." Like the other two teachers, Linda could not recall much about ML friends, but one "beautiful and different" Asian girl with "long black beautiful hair but no accent" named Cynthia. Linda said Cynthia "was different from anybody else I had been around" because she had long black beautiful hair, and she was pretty. Except for the different physical appearance, Linda said

she tried to be friends with her but could not remember her last name, family, or any accent.

Linda said, "we even did not have a black student" until middle school. The researchers knew that Linda's "we" referred to the white students from her white neighborhood. In her words, she was thrown into "a whole different world" with a socioeconomically and culturally diverse student population. She said that was "a serious cultural shock" with some students' (especially colored students') absence or late homework, which was ever thought as "Oh my goodness, that's terrible. People don't listen in class? Oh my, it is terrible." The academic performance difference was striking to Linda at her young age. She also attributed the "other" kids' academic underperformance to their socioeconomic status and local cultural expectations. In this "new world", Linda realized that "we" (the local rural community, the small city) did not have a very diverse culture. She did not have any teachers whose first language was not English, or their cultures were different. An important insight we gained from Linda was her reflections on her personal experience of segregation.

> Ya know since I was born in 1970. It was very, ya know, we weren't officially segregated but we kinda were. And those students that would be taking. but I probably wouldn't have a lot of access to the students that were Hispanic or otherwise. Because they would probably be taking what we called the technology classes. So, you were kinda separated by which track we were going. Like if you were going off to college or if you were going into the workforce.

This part of her reflections stood out to us as Linda personally witnessed and experienced the hidden social, racial, economic, and professional segregation. Even she did not further reflect on her white privilege. However, she showed a great deal of understanding and sympathy through her tone, sighing, and facial expressions in our conversation.

"He (an ML student[2]) kinda helped himself ya know."

Both Linda's personal and professional experiences are deeply grounded in white culture and community. As a teacher, Linda only had a few colleagues from other cultures in her school. In the part of the interview related to her adolescent ML students. Linda talked about the ML students from three different cultural and linguistic backgrounds: Latino students, Asian students, and ML students from other non-English speaking backgrounds. In the past ten years, most of the ML students Linda could recall were Latino students who had been in ESL program for several years and would come like " migrant learners." Linda particularly mentioned two Hispanic girls in the first year of our project who missed a lot of days and ended up moving. Using her previous strategy, Linda first kept checking on them and paired them up with other advanced Latino ML students in her class. Based on her previous experience with Hispanic MLs, girls were often absent and moved to other places. Linda guessed that they might be asked to babysit young siblings at home. She

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[2] Explanation added by the authors.

thought there was a gap between her and the ML family's culture about what would lead to success in school. Further, she mentioned that her stringent curriculum did not allow her to differentiate instruction or do content-based language teaching.

Linda had vivid memories of her Asian students who often did well on everything but had "just a little bit of broken English." An Asian boy, Linda recalled, "was so tied into working hard. So, I didn't have to do a whole lot to help him; he kinda helped himself, ya know. I would just review the material and check on him." She added that she rarely had to do anything different for him. She used another ML girl as an example of hard-working Asian students who often received As on everything and took honors. Linda noticed her white students asked this Asian girl student all kinds of crazy questions based on what they saw on TV. Linda thought those questions were stereotypes but not really asked in mean ways. She further noted that the ML student was very easy going and did not seem to be mad. We saw here that our ML students' teacher could address these stereotypes, no matter whether they were asked out of the students' curiosity or often ignored microaggressions. However, having adolescent ML students from other backgrounds could be challenging and different. When she had a Russian ML with no English, she assigned a student teacher to work with her individually, which effectively helped the students' English language development. In her teaching of ML students, Linda was entirely dependent on Spanish-English bilingual students or the English proficiency level of her ML students if there were no students who spoke or knew the MLs' first language.

"Our ESL teacher prepares us if we are going to have an ML student in our class."

Linda used "a little bit" to describe her collaboration with the ESL teacher in her school. Mainly the ESL teacher was in the first contact with the ML students and built the communication with ML parents. Then, the ESL teacher provided the information of ML students before they joined her class. Thus, Linda knew what she might expect from the ML students based on their language skills. Linda said that she would always ask the ESL teacher for help. However, the school administrators did not want them to modify their teaching a lot because the high school ML students are expected to do the same as the rest of the students at the grade level, which could be quite a hurdle for the teenager MLs even without the socialization or discrimination issues. Further, there were no modifications like extended time in the state test even if the MLs were freshmen. Additionally, Linda admitted that high schools were not as involved with parents as elementary schools were. Linda felt some ML parents might not take school attendance as a critical factor in success in school. She saw it as a cultural gap, which is different from the high value many research studies have found immigrant families put on their children's school success (He, Bettez, & Levin 2017; Schaller & Rocha, 2007; Turney & Kao, 2009). However, their language barriers and limited educational experience in the new country (Schaller & Rocha, 2007), and their concerns about their social status and cultural differences (He et al., 2017; Turney & Kao, 2009) led to their less involvement in schools.

Linda further noted, "Of course, I do my best, and sometimes I wonder if I helped them as much as I could." With her busy high school teaching, she wanted to learn how to interact with her ML students. She said she did her best but felt unsure

whether she helped enough. Her challenges are (a) the average of ninety students she had each semester and (b) the amount of time she had with them. The fixed set of texts and standards, tight schedule, and tests were the factors Linda saw as barriers to more interactions with ML students and including fun projects in her class. She could not include a lot of diverse literature or have stories about other people. Linda shared with us that "I feel like sometimes that those students might get left out as far as being able to connect to the literature and somebody that they could relate to or admire."

It seemed that Linda realized the need for a more inclusive and culturally responsive curriculum. However, she did not know where to start or whether substantial changes would be made and supported by the administrators. Moreover, she provided specific examples of different communication styles and body language used based on her interactions with ML students. Linda expressed her need to learn more about other cultures and the cultural differences because she did not want to embarrass the adolescent ML students. Further, she hoped to better understand their behaviors related to their special cultures.

Findings and Discussion

Three significant findings emerged from our analysis of the interview transcripts and our fieldnotes and analytic memos. The results and the corresponding pedagogical and professional development implications are discussed below. First, our in-service teachers need more personal experience or interactions with linguistically and culturally diverse students and communities. In the teachers' reflections on their personal experiences with young and adolescent MLs at young ages (5–18 years old), our three focus teachers did not recall many specific events or memories about their ML friends or peers (Table 3.1).

Linda was very conscious about her growing and learning experience in all-white elementary schools, student population, and neighborhood. Like Beth, she could not recall ML students other than the "beautiful and different" Asian girl with "long black beautiful hair but no accent." She said that she was drawn to this Asian girl (Cynthia) because "she was different from anybody else I had been around." She did not remember her family or anything else about her language experiences. Linda

Table 3.1 Teachers' personal experience with MLs

Focus teacher	Personal experience with ML classmates/friends
Beth	Some kids with tanner color
	No language barriers or issues
	More diverse and multicultural community
Sammy	I was the ML in a "flipped" learning environment.
Linda	Grew and learned in all white community;
	Cultural shock with mixed student population in high school;
	Awareness of racial, social, and economic segregation.

said that "we even did not have a black student" until her middle school. In her words, she was thrown into "a whole different world" with socioeconomically and culturally diverse student population. "It was not surprising to us that Linda experienced a severe cultural shock with some students' (especially students of colors) absence or late homework, which was an eye-opening experience. As an in-service teacher now, she realized "we were kind of segregated by which track (vocational paths) we were going." She also attributed the "other" kids' underperformance to their socioeconomic status and family cultural expectations. Our findings foreground the need for a more comprehensive understanding of the in-service teachers' personal experience with young and adolescent ML students and their perspective of the students. It is essential to know the teachers' prior knowledge to explore further how much their personal experiences and perspectives may influence their current and future professional practices with ML students.

Second, the analysis of the teachers' narratives about their professional experience showed that the effectiveness of their teaching of young and adolescent MLs was significantly influenced by four main factors: (a) the teachers' knowledge of ML students' ethnolinguistic background and their strengths and needs, (b) the teachers' pedagogical approach in work with MLs, (c) their involvement of ML family/community in classroom learning, (d) their collaboration with and support from student teachers, ESL teachers, and/or school/district interpreters (Table 3.2).

All three teachers shared their concerns, to different extents, about ML family members' limited involvement in their children's schooling, especially regarding their absence, late homework, and unstable living locations. Student teachers, ESL

Table 3.2 Teachers' professional experience with ML students

Teacher	To know MLs	To work with MLs	To involve MLs' family/community	Other support
Beth	Take active agency to know MLs as little souls.	Actively involve ML and their family.	Facebook for her class and parents	Student teacher
	Let MLs teach her their native language, use Spanish words.	Let MLs read at comfortable levels Integrate language with rich content.	Co-planning and co-teaching with parents	Bilingual student/parent
	Teacher as parent	Self-reflections on second language learning	Invite parents to her class and school to present.	ML parents as co-teachers
Sammy	Nice little kids	Teach literacy and vocabulary.	Teacher-parent conference	School district interpreter
	Let all kids play together.	No differentiated instruction		Bilingual siblings
Linda	Observation in and out of class	Teach to curriculum and tests	No involvement due to stringent curriculum and teaching pace.	Student teacher ESL teacher Bilingual student

teachers, and interpreters were also seen as essential resources. Meanwhile, they admitted the limited collaboration between the classroom teachers and the ESL teachers.

Third, our findings showed the richness and complexities of strengths and needs in the teachers' personal and professional experiences with young and adolescent MLs. All three teachers expressed the need to collaborate with ESL teachers and interpreters, which was confirmed in their teaching practice as an effective way to learn more about MLs, their language proficiency levels, and corresponding expectations. All three teachers emphasized the effectiveness of letting MLs learn, play, and socialize with their peers in and out of the classroom, which was an authentic language use context and could promote MLs' English language development (Table 3.3).

Beth's successful experience with young MLs is built on her active engagement of children's multiple intelligences (Gardner, 2008). Beth widely used visual aids (especially in vocabulary instruction) such as graphic organizers, sentence starters (for speaking and writing), acting out, pictures, music, laughter, etc., in helping ML students. Beth also highlighted the importance of being flexible and differentiating instruction to help MLs achieve learning goals.

Regarding the professional development needs, Beth put significant emphasis on the necessity of systematic professional support. She was eager to get to know the ML children as a whole and had the students help her understand their assets. Beth's ML students like Wendy showed and transferred their talents into new language learning. With the dropping-out students in Linda's classes and the ML students' basic material needs in Sammy's class, we see the critical importance of training the teachers on how to get to know the MLs' assets and the challenges they and their families cope with on a daily basis. Content-rich teaching and differentiated instruction were not fully observed or addressed in Sammy or Linda's teaching. These should be an integral part of professional development to support teachers of MLs. Both Sammy and Linda were hesitant to teach beyond their curriculum, expertise

Table 3.3 Teachers' strengths and needs in personal and professional experiences with MLs

Strengths	Needs
Facilitate play and socialization process between MLs and peers. Create an authentic language use environment. Engage MLs' multiple intelligence Take active agency in discovering ML students and parents' funds of knowledge Use social and local media and get community members and administrators to be part of the teaching and learning of MLs.	Better understand the assets and challenges of MLs, their talents, their absence, their quietness, their crying in classes, and their parents and friends out of classrooms. Systematic professional training related to MLs Teaching and learning things out of the teachers' comfort/expertise zone. Need substantial involvement of parents, ESL teachers, interpreter, and parents, etc. Intercultural communication and language variation Inclusive and culturally responsive curriculum and pedagogy Administrators' understanding and support of ML students and families

area, or in other words, "their familiar/comfortable zone." The changes can start with a small culturally responsible lesson, including a text set about "them/the ML students." Of course, the systematic changes and ultimate success are also dependent on stakeholders. Two additional professional development needs are (a) focus on the awareness of cultural and linguistic diversities for more effective ML parents' involvement, and (b) the structured preparation, implementation, and reflections of culturally responsible pedagogies and curricula.

Conclusion

The pedagogical and professional development implications are summarized and presented as four dimensions. The first language dimension pinpoints the importance of valuing and capitalizing on young and adolescent MLs' language diversity. It is also important to include and systematically use more diverse literature in the whole class across the academic years. The teachers in this research study had limited second language learning experience. It became a barrier for them to understand the MLs' assets and challenges in their learning processes. The second culture dimension highlights the importance of knowing the teachers' and students' cultural backgrounds, boundaries, and becoming aware of their cultural similarities and differences. The teachers' awareness of the cultural common ground and uniqueness can make teacher-student intercultural communication in the English language socially and academically appropriate for the MLs and their families. Cultural norms always guide language uses. Culture is practiced in and through our language uses. The marriage of language and culture affirms the importance of being sensitive to the existing and equally essential languages and cultures in a classroom. The third dimension reflects our findings of the teachers' need for systematic and continuous professional training, especially related to culturally and linguistically sensitive and responsive pedagogy (De Jong & Harper, 2005; Gay, 2000). As Beth indicated, she wanted the professional training and pedagogical knowledge that enabled her to better work with the ML students rather than become a "pull-out" teacher. The last dimension highlights the significance of developing and promoting community collaboration. Beth was committed to expanding the supportive learning environment for her MLs through her active involvement with parents. Both Sammy and Linda indicated their needs to know English variations and local community cultures in their communication with ML and their parents. All four dimensions are closely connected. This dimension calls for joint efforts of the teacher, teacher educators, and the relevant communities of young and adolescent MLs and administrative professionals.

To conclude, we honored the often-discounted stories of our rural school teachers. With years of established collaborative relationships with the teachers, we appreciate the teachers' trust in us and their willingness to share their powerful reflective narratives about their personal and professional experiences with us. We believe through continuous reflections these teachers and many others can become

more aware of the teachers' strengths and needs in their teaching and how their personal and professional experiences may shape their beliefs about and teaching of young and adolescent MLs. We also believe the teachers' reflective narratives can help us find and support their needs in further professional development with our shared goal of promoting MLs' success in and beyond our classrooms.

Appendix: Prompt Questions for Interview

1. Please introduce your name, language(s), and cultural background. What other languages have you learned?
2. What is your personal educational experience with English language learners? That is, did you grow up and go to school with MLs? If there were some, what did you know about them? Did you get a chance to work with, play with them?
3. Are there any kind of stories or experiences you remember as you learned with ML in schools, played with on playground, or worked with MLs in workplace? Did you observe and/or know any challenges they may have encountered in and outside of school?
4. Did or do you have difficulty understanding or communicate with ML peers/students? What are those difficulties you observed in your interaction with them?
5. What is your professional experience with ML and/or ESL teachers?
6. Do you feel professionally prepared to work with our growing diverse student population? for instance, content knowledge, experience, pedagogy, certification etc. Do you feel confident while working with MLs?
7. How much do you know our local ML community, their families and family backgrounds? What have you done or will you do to engage ML parents and their community in your classroom?
8. What would you do to improve MLs' learning experience and achievement in your class? What tools or sources do you need to support your teaching of diverse learners?
9. Do you think you have enough time to teach MLs content knowledge beside the language and literacy skills?
10. What kind of professional development support or training would you like to receive in order to prepare you for MLs or further improve your instruction of MLs?

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Chapter 4
Reflective Narratives on Problem-Solving Strategies to Address English Language Learner Needs in a Teach Abroad Context

Vanessa Manalo

Abstract This study investigates the reflective narratives of two experienced English language teachers in a teach abroad context in Suzhou, China. Their reflective narratives reveal that the challenging experiences they encountered, and the effective problem-solving strategies implemented, depended on the awareness of their positional identities manifested in their classrooms. The findings of this research suggest that the teachers' positional identities significantly impacted their adolescent English language students' access to social capital through the types of classroom dynamics created, and thus the types of learning opportunities made available.

Introduction

I have often heard colleagues talk of their overseas teaching experiences as akin to overseas holidays: highlighting and emphasizing the fun and uniqueness of their experiences, yet 'glossing over' the challenges. However, unlike holidays after which challenging experiences eventually recede into the recesses of one's mind, the sharing of narratives by teachers continues. Experiences are re-told and recycled with a few trusted colleagues in safe places, such as the staffroom or a quiet corner in the office, often in lowered voices out of fear that one's competency and identity as a teacher may be judged negatively. As an English language teacher, I have also been reluctant to share my own challenging narratives of overseas teaching secondments. Barkhuizen (2016), however, emphasizes the importance of sharing such narratives so that "teachers become aware of and understand their professional identities because doing so has implications for their practice" (p. 25).

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49

Reflective Narratives and Teacher Agency

The sharing of one's teaching narratives can reveal teacher cognition. It can also entail the processes of critical self-reflection. Teacher cognition, defined as "what teachers know, believe, and think" (Borg, 2003, p. 81), in conjunction with self-reflection, "promotes the construction of teachers' knowledge of their own practice, including experiential knowledge, disciplinary knowledge, and sociocultural knowledge of the teaching context" (Lazaraton & Ishihara, 2005, p. 530). For example, recent research (Kabilan et al., 2020; Yoshihara et al., 2020; Jeon, 2020; Moorhouse & Harfitt, 2019) into the overseas experiences of novice/pre-service English language teachers, reveals the importance of guided reflective thinking in their ability to make sense of the challenges and problems they encounter, thus significantly impacting their ability to problem solve constructively. Moreover, because of limited opportunities to engage in guided reflective thinking through the sharing of experiences and narratives with a mentor, novice teachers' challenging experiences were more likely to facilitate and reinforce negative stereotypes (Jeon, 2020).

In this study, the role of reflective narratives has also been crucial to the ongoing professional development of experienced, in-service English language teachers. The teachers who participated in this study continue to engage in the processes of agency thinking, defined as a sense of determination which is captured in modes of thinking that enable individuals to imagine, find, and create empowering pathways that allow them to act upon certain goals or address certain challenges with awareness (Murphey & Carpenter, 2008). Through sharing their narratives, the teachers in this study, Aidan and Damien (pseudonyms), have realized how integral their language teacher identities are to their classroom practice. Also, the significance of their sense of 'self' has been heightened as they knowingly or unknowingly relied upon different aspects of their language teacher identities with varying outcomes, when making sense of the challenges they encountered in the classroom.

In analyzing the reflective narratives of two English language teachers, this study focused on the manifestation of their positional identities as they made sense of the challenges they encountered while teaching overseas in Suzhou, China. As van Langenhove and Harré (1999) claim, it is one's fluid positionings and not one's fixed roles in society that enable one to cope with and better understand one's life circumstances. The potential implications of these positional identities on their students' learning opportunities have also been analyzed.

According to Barkhuizen (2017), language teacher identity can be defined as the following:

> Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical. They are both inside the teacher and outside in the social, material and technological world. LTIs are being and doing, feeling and imagining, and storying. They are struggle and harmony: they are contested and resisted, by the self and others, and they are also accepted, acknowledged, and valued, by self and others. They are core and peripheral, personal, and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and back-

grounded. And LTIs change, short-term and over time – discursively in social interaction with teacher educators, learners, teachers, administrators, and the wider community, and in material interaction with spaces, places and objects in classrooms, institutions, and online (p. 4).

One aspect of LTI that emerges from Barkhuizen's definition is the notion of identity as being fluid and changeable in the short term and over time; LTI, therefore, has the capacity to be positioned and re-positioned during social interactions in relation to one's students, for example, and other individuals in different social contexts. The terms *position* or *positional identities* are used interchangeably according to positioning theory and refer to the multi-layered nature of one's selves (Kayi-Aydar, 2019). For example, one can position oneself during social contexts as a silent student or a loud student, competent or incompetent, powerful or powerless, anxious or unconcerned. Thus, the positional identity of a silent student, for example, maybe one layer constituting the many selves one has (Kayi-Aydar, 2019).

The term *positioning* refers both to the social processes of being ascribed the positional identity of, for example, a 'silent student,' by others, as well as assigning this to oneself. Positioning is a dynamic process whereby one may accept, deny, claim, or even demand such a positional identity depending on the social exchange (Kayi-Aydar, 2019). Hence, positional identities reflect the power relations, social structures, and social affiliations one may have on a day-to-day basis (Holland et al., 1998).

Context of the Study

The New Zealand university where this study is based has a business agreement with a high school in Suzhou, China, offering their students access to the university's Academic Foundation Studies Program, which includes Academic English Pathways (AEP), and University Preparation Studies. English language teachers from the university deliver the courses face-to-face in Suzhou. The business rationale for this is to provide the high school students cost-effective access to the Foundation Studies Program, as the usual travel and living expenses associated with studying overseas would no longer be an issue. In return, the high school students are 'staircased' into the Pathway Program (Foundation Studies), enabling them the option of studying an undergraduate degree at the university in the future.

The high school students have two options. The first is to study AEP for 12 weeks in Suzhou, and then complete a 15-week intensive course of university preparation, also in Suzhou. Damien taught the intensive 15-week course to a cohort of students who had received prior lessons on AEP for 12 weeks. The second option is for the high school students to complete 12 weeks of AEP in Suzhou and then complete the university preparation course at the university in New Zealand. Aidan taught the AEP component of option two.

Theoretical Lenses

This study draws on several theories: positioning theory, social network theory, and social capital theory, for its theoretical framework. In doing so, it provides insights into the complex social terrain in which English language teaching and learning occurs.

Positioning theory aims to study the positions created during social interactions, storylines and narratives that occur in everyday social events (Harré, 2012). The focus of positioning theory, however, is on the relationship between what one believes one has (or lacks) the right to do or perform, and what one does in response to this belief. Thus, a position naturally entails rights, obligations, and duties (Harré & van Langenhove, 1999).

The analytical framework used to study relational positioning consists of three main areas, forming a triangle: the positions people come to occupy; the storylines that unfold; and their social meanings and interpretations. For example, one's cry in response to pain can be understood as a cry for help if one is positioned as being dependent. Similarly, the same cry of pain can be understood as a protest or even a reprimand if one is positioned as dominant (Harré & van Langenhove, 1999). According to Harré (2012), a change in one area of this triangle, such as a change in the distribution of rights and duties, could highly likely lead to a transformation in the storyline, or in the interpretation of events.

Within this triangular, analytical framework, this study acknowledges the significance of power relations, made more evident through an understanding of social network theory and social capital theory. Social network theory views people as living within networks of relationships and through these networks, resources such as information are transferred between people. This, in turn, facilitates or hinders people's activities (Mishra, 2020; Palfreyman, 2011). The notion of social capital theory views access to resources, opportunities, and benefits as being largely determined by one's membership of social structures, networks, and groups (Lin, 2001; Portes, 1998). Thus, one's access to and membership of certain social networks reinforces one's worth as a person, as social capital can also be viewed as relationships and social resources that can aid an individual in developing vocational and career prospects which would ordinarily not be accessible (Hooker et al., 2003). In this sense, appropriately stimulating and supportive relationships between students and teachers that foster positive classroom social dynamics can be viewed as creating social capital for English language students (Murphey & Carpenter, 2008).

Literature Review

Relevant literature in positioning theory and teacher education has highlighted the relationship between teacher cognition and its influence on how teachers position themselves (reflexive positioning) as educators in relation to their students

(Yoon, 2008; Vetter, 2010; Tait-McCutcheon & Loveridge, 2016). For example, in Yoon's (2008) study, two teachers held the belief that English language students (ELS) should immerse themselves in a monocultural environment of mainstream classes by listening to native speakers of English (Yoon, 2008). In contrast, a teacher who perceived herself as a teacher for all students, including ELS, tended to promote culturally inclusive practices, and culturally relevant teaching in her classes (Yoon, 2008).

These reflexive positionings by teachers determine to a greater extent how in/accessible and un/relatable they become to the ELS present in their classes. Relevant literature on positioning theory and teacher education has also emphasized the relational impact of teachers' reflexive positioning of themselves on their students. For example, teachers who positioned themselves as only single subject or only mainstream teachers have inadvertently created limited learning opportunities for the ELS who received little encouragement to participate due to the inappropriate monocultural resources used in class, as well as the expectation that they would be passive spectators, whose aim is to listen to native English speakers. Interestingly, in such a learning environment Yoon (2008) found that mainstream students tended to copy the teachers' behavior towards ELS regardless of whether it was impeding or facilitating the learning of ELS. Hence, these studies have highlighted the ways in which these ascribed positions can enhance or impede students' access to learning opportunities, such as active participation in class, and opportunities to socially construct their knowledge (Vetter, 2010; Tait-McCutcheon & Loveridge, 2016), or to be rendered as passive and disengaged due to their ascribed teacher positioning as isolated and powerless (Yoon, 2008).

The common threads found within the literature mentioned above pertain to the extent to which positioning has a noticeable influence on students' engagement and learning, more so than the resources used in class, and the types of teaching methods used. Similarly, the differences in opportunities to participate in class were identified as relating more to teacher practices and behaviors rather than individual differences, such as student characters and abilities. For example, in Tait-McCutcheon and Loveridge's (2016) study, a mathematics teacher's belief that answers to mathematical problems are evidence of one's knowledge and understanding rather than processes and strategies manifested in different learning opportunities for students whereby one group was not provided the opportunity to socially construct their mathematical knowledge with their peers and the teacher. Likewise, in Yoon's (2008) study, a teacher's classroom practices were perceived to be interactive and student-centered. However, the presence of covert power relations in the classroom meant that ELS was not invited to be members of the classroom as social, creative beings, positioning them instead as powerless.

More recent research has focused on how positioning shapes the agency and the professional development of English language teachers in teaching abroad contexts, for whom English is a foreign or second language. For example, Trent's (2020) study examined in-service Chinese teachers' experiences when they returned to teach in Chinese schools upon completing their higher education in Hong Kong. The research findings reveal that these teachers struggled with embracing their

newly formed teacher identities, characterized by integration and transformation. Instead, they experienced their teacher identities as being re-positioned to those of conformity and subservience, qualities considered by the local school they had returned to in China as being more conducive to the learning environment (Trent, 2020).

Similarly, research by Yoshihara et al. (2020) examined the professional growth of two novice English as a foreign language (EFL) instructors in a Japanese university who had both completed their Master of Arts degrees in British universities. The research finding was that the novice teachers' reflexive positioning as educators of communicative language teaching (CLT) practices, and their agency in doing so, was resisted, and challenged. Thus, CLT was not always successful once applied in their home country as the classroom dynamics in Japan were generally based on traditional styles of teaching and learning. The Japanese instructors found that their students were reluctant to embrace CLT in the classroom as they did not understand the purpose of group work, for example, nor were teaching resources, such as the English textbooks, culturally appropriate for the social context of their students. This study complements the research findings discussed above by providing insights into the positional identities of two experienced English language teachers that manifested in the context of challenging experiences and encounters in a teach abroad context.

Methods and Data Analysis

As noted earlier, pseudonyms are used to maintain participants' anonymity, as well as to satisfy the ethical obligations of this research.

Interviewing as Conversation

The concept of 'interviewing as conversation' was applied in this study (Riessman, 2008; Brinkmann, 2018). This way of interviewing includes elements of everyday conversation, such as turn-taking. However, the conversation turns for the teachers in this study were longer as the aim of the conversation was to elicit detailed accounts of their overseas teaching experiences (Riessman, 2008; Brinkmann, 2018). Generative narrative questions were used; for example, 'tell me about your experiences of teaching in Suzhou [topic of inquiry],' because open-ended questions encourage the conversation to flow in the direction teachers feel significant for them. This is also more likely to elicit context-specific narratives (Flick, 2002; Chase, 2003). Because of the open-ended nature of 'interviewing as conversation', and because the two teacher participants in this study were colleagues of mine at the time of data collection, my role was that of an active listener, as opposed to an active

interviewer. So, they spoke freely and openly about their experiences, which contributed to incredibly detailed, and dense teacher narratives. It is worth noting that not all teacher narratives could be included in this study. Rather, reliance was placed on narratives with recurring themes found during the thematic analysis phase of this study.

Conversations with the teachers were audio recorded and transcribed. This was followed by a thematic analysis whereby recurring ideas, topics, opinions, and emotions were identified. This thematic analysis was inductive in nature as the general concepts and categories emerged from the transcribed data as opposed to testing out a hypothesis or locating predetermined notions (Bailey, 2007). For example, in this study, the two broad themes that emerged were those of challenges and problem-solving strategies the teachers had implemented. Another dominant theme that emerged was teachers' justifications and reasoning for the problem-solving strategies they had implemented. Within the context of these three broad themes, the way(s) in which teachers were positioned or repositioned themselves (second order positioning) throughout their narratives emerged and were highlighted. Likewise, the way(s) in which their adolescent English language students were positioned, knowingly or unknowingly in class, in relation to their teachers emerged and were also highlighted.

Data Credibility

One potential issue with relying on narratives from the past is the accuracy of such recollections (Flick, 2002). To address this, the two teacher participants were invited to bring photographs of their choice to their interview to facilitate simulated recall as photographs can act as prompts to assist in the recollection of specific experiences and feelings (Gass & Mackey, 2000, p. 17). According to Gass and Mackey (2000), such prompts greatly enhance one's access to memory structures in the process of recalling information.

Results and Discussion

Damien's Experiences

Damien Positioned as 'Not Knowing How to Teach'

While Damien is an English language teacher by profession, and has taught for approximately 17 years, his teaching role in Suzhou was that of a Foundation Studies tutor for a Pre-Degree Pathway, which entailed teaching-intensive university preparation courses. These courses involve teaching study skills and strategies

such as essay writing skills, time management, and note-taking skills for tertiary-level studies. Extracts 4.1 and 4.2 below, however, capture the confusion of the students and staff members in the Suzhou high school as to what Damien was supposed to be teaching, and what program the university in New Zealand was supposed to be offering.

Extract 4.1

> Staff members [at the school in Suzhou] wanted to know what I'm doing. Why don't you give them homework like this? Why are you not teaching vocabulary and grammar because the students were complaining that this teacher is just teaching us basic stuff, like how to take notes? He's not teaching us any grammar and vocabulary.

Extract 4.2

> They [Damien's students] had gotten familiar with what David [students' previous AEP teacher] had done which was all AEP, so that had been established. They were expecting the same way of instruction; the same workload; the same everything so when I arrived not wanting [to use] a speaker [for listening activities], they [students] were like, this is how you can play the listening for this [technology].

Hence, this confusion contributed to Damien's social positioning in the first 5–6 weeks of the course as an English language teacher, 'not knowing how to teach' (van Langenhove & Harré, 1999; Kayi-Adar, 2019). In Extract 4.1, this is evident in the staff members' line of questioning to Damien as to why he is not fulfilling his assumed duties (Harré, 2012) for the high school and its students, such as teaching vocabulary and grammar. Similarly, in Extract 4.2, Damien's ascribed position of an English language teacher who does not know how to teach is made very evident when his students made attempts to teach him how to use the technology in their school as they assumed he was not using the technology related to listening activities because he did not know how to.

Teacher Cognition and Agency

Damien's observations in Extracts 4.3 through to 4.5 below are significant in that they demonstrate teacher cognition, complemented with the reflective skills of an experienced educator. For example, in Extract 4.3 Damien recognized that his 17-year-old students were not mature enough to respond to the Foundation Studies course, which entails complex analysis of written texts for inherent biases. Damien also gives an insight into the maturity level of his students as they are distracted and entertained for approximately 30 min over a mouse connection to their phone. Likewise, in Extract 4.4 Damien recognizes that his students were not able to meet his expectations in relation to the course requirements, nor were they familiar with planning ahead for the purposes of time management; in fact, the concept seemed to elude them and was deemed irrelevant.

Extract 4.3

They're too I would say immature for this kind of information. You're telling 17-year-old children who like in the break time…sometimes I looked at them and I was like that's so cute; these guys are like little kids like they started, you know, two students started going around talking to everybody and being so excited about something. I just checked what are they so excited about, and I realized one of them had learned a way to connect a mouse to their phone and controlling the phone using the mouse, and with this they were entertained for 30 min. You realize that these students are not maybe like they're not mature enough for the content and you're telling them to now I want you to look at these three articles and tell me which one, for example is biased!

Extract 4.4

The idea of starting [assignments] weeks before was really different to them [students]; you know what I mean, like they [students] were so shocked! I told them, so you have this essay assignment due in week 11, you need to start finding resources in weeks one and two, weeks three and four, find which ones you will use; develop you're…like an outline for your assignment. By week five, hand it in. It will be read. It will be marked, things like that, but they [students] were like, 'oh, that's week five! Why [are you] telling us this now? I realized that this is their point of view … they found some things irrelevant if it wasn't particular to that week …so anything you want them to prepare in advance is not relevant; [they're] going to do it in the last two days, or the last night.

Extract 4.5

When I was standing [at the front of the board] explaining, walking them through a PowerPoint or whatever that this is how you take notes, or this is how you write a synthesis, they [students] would just nod and say, 'yeah, I know, I know, I know; we've studied this before in high school, teacher.' [However], you give them a task, and you watch [the students attempt the task] and I realized they were lost. I thought there's no way they are going to be independent learners [during the 15-week course].

Rather than continuing with a course that his students were not receptive to, Damien's critical reflections in Extract 4.5, and his teacher cognition enabled him to make a decision that was appropriate for his students' learning, which was to accept their current knowledge, skills and abilities. Acceptance of one's students can lead to stronger group cohesion as acceptance enables educators to change their pedagogical approach in class as well as the choice of resources. This in turn can create positive affective outcomes within the classroom environment which can then facilitate an increase in cooperative task efforts and rapid learning for the group (Dörnyei & Malderez, 1997). Damien, however, did not inform his students that they were not ready for Foundation Studies as this would have positioned them as 'not knowing' or lacking in some way (Harré & van Langenhoven, 1999). Likewise, he would have further alienated himself from his students and could have potentially further disengaged them from the Foundation course (Yoon, 2008). Instead, for Damien this meant challenging his ascribed position of 'a teacher who does not know how to teach' and repositioning himself in relation to his students in two purposeful ways: being a 'good' role model and being the 'good guy'.

Second Order Positioning: 'Playing Dirty': Repositioning Himself as the 'Good Guy' in Relation to Established Authority Figures in the School

Extract 4.6

> They [students] tell you, they have done their homework, but if [the homework task involves] something where they have to read [or] give a [talk] about it….many of them would tend not to do it. Some classroom tasks were not being taken seriously. For instance, they had to read two different texts, and create a research matrix to help them synthesize, [and] they would not take it seriously; they would [only] put some things [notes] down [on paper].

Extract 4.7

> If [the homework task] doesn't involve writing, something you can see, and assess with your eyes, it's not tangible; they may not do it properly. I would tell them for homework, read these four pages. The following lesson, I would ask students comprehension questions about the reading homework, and they had no idea even [what the reading was about].

Extracts 4.6 and 4.7 above capture the maturity level of Damien's class, as well as their lingering doubts regarding the relevance of lessons which were perceived to not possess any immediate value for them; evidenced by their tendency not to complete homework. In response to Extracts 4.6 and 4.7, Damien 'played dirty' with his students by positioning himself as the hero; the 'good guy' in relation to the authority figures that his students respected and were familiar with. For example, he would create fictitious stories that their work output was going to be viewed by one of the school's administrators/managers to assess their progress, current proficiency level and suitability for the Foundation Studies course. This, no doubt, would have created a certain level of fear and anxiety in his young students.

Similarly, he would create a fictitious story that certain managers from the school were going to watch their class presentations. However, when these managers did not arrive and his students inquired about their lack of presence, Damien informed them that he had negotiated with the school authorities not to be present during the class presentation, just that very morning, because he knew that everyone was quite nervous already. Thus, Damien emphasized to his students that he had helped them by arranging not to have these authority figures watch over their presentations. The moment I said somebody was visiting, for example, they would perform so well.

Extract 4.8

> As seen in Extract 4.8, the outcome of 'playing dirty' with his students enabled Damien to engage them with the course tasks because, as clearly evidenced in Extracts 4.6 and 4.7, his students were extrinsically motivated often associated with their maturity level. More importantly, Damien was able to bond with his students through positioning himself as the 'good guy' by creating a sense of tension in an 'us' versus 'them' situation in relation to the school's authority figures.

Damien's Reflections

During the re-telling and sharing of his narratives, Damien felt guilty and was acutely aware that sharing fictitious stories with one's students is usually not the norm in any classroom. He justified his actions without requiring any prompting by stating that:

Extract 4.9

> I had to play dirty [noticeable pause] it was for their own sake! So, yeah, things that I wouldn't normally do, I did, and it worked, yeah!.

The significance of Damien sharing this portion of his narrative is that it enabled him to become aware of and verbally acknowledge his learning insights, namely that his 'playing dirty,' as he phrased it, was genuinely implemented to help his students. Also, acknowledging that a creative classroom strategy he had not implemented before in his usual classes in New Zealand had worked was empowering for him.

Positioning Himself as a 'Good' Role Model

Extract 4.10

> …what I need to do is try to make them independent learners by week 15. I'm going to be a great model, doing my best – to be a good model, by modeling any [learning] activity we're doing [such as] note-taking. I did one or two, going through all the steps involved, just for them to understand how I would do it, not that it was … not that I was a great model, or not that they would master it by watching me do a whole task, but it gave them an idea of how they could do it… and then getting them to do it after me, figuring it out – doing a needs analysis.

Extract 4.11

> ….so, I adapted my teaching [style] this way. I did, basically, starting every day or week [with a test]; ok we have a test. Students would respond by saying, 'But teacher you haven't taught us anything yet!' 'I'm gonna see how much you know about the topic- let's go!' So, I would give them [students] the test, but the purpose of the test was to see how much they know, a diagnostic test; then doing a needs analysis, put it [results of the diagnostic test] on the board, so this is what happened; how can it be improved.... and basically, asking them to suggest ways to improve.

In Extracts 4.10 and 4.11, Damien specifically mentions strategies he thought helped with his students' progress, such as role modeling; adopting a testing approach to his classroom norms while having a deeper strategy embedded in these approaches – that of conducting a needs analysis and a diagnostic on his students' current knowledge, skills, and abilities. However, in doing this, Damien has also implemented a more traditional approach to teaching where structure becomes more

prominent in classroom activities. For example, in Extract 4.10, one classroom activity was modeling and copying. In Extract 4.11, the testing approach was implemented every day and/or sometimes weekly. An authoritarian approach to classroom management would be familiar to the young teenagers Damien was teaching; thus, making Damien more relatable to his students. Being more relatable, coupled with Damien's visible investment into their learning, facilitated greater group cohesion in his class which could lead to more enhanced learning opportunities and progress for his students (Dörnyei & Malderez, 1997). According to Dörnyei and Malderez, (1997), educators who are perceived by their students as being committed to their learning can come to symbolize the class' identity, further fostering positive interactions and relations.

It was Damien's positive interactions and relations with his students, also evident in Extract 4.12 below, that fostered access to social capital for his students. For example, through tweaking his student responses that were not so accurate, Damien positioned his students as knowledgeable, with something valuable to contribute to the class. This bolstered his students' confidence as well as their status in class, opening greater learning opportunities; for example, Damien states in Extract 4.12 that tweaking his students' responses led to greater class participation. Hence, when students are able to identify with their class as a cohesive group, working together towards common aims and goals, they are networking, and their social capital becomes greater as they begin to recognize and identify with a community of practice (Wenger, 1998).

Extract 4.12

> I would tweak their [students] suggestions to give them confidence. I had to do that because they were not very forthcoming, so if they [suggested ideas] that were wrong, I would tweak it a little bit to make it right, and say, 'yes'! 'You mean this, right?' The student would say, 'yes, yes.' Then his peers would look at him and say 'wow' he is so clever! Basically, that boosted their confidence and increased their classroom participation.

Damien's students would not have continued to develop their knowledge, skills and abilities had they been simply left to their own devices with the expectation that they would do the tasks and activities on their own (Dörnyei & Malderez, 1997). Instead, according to Damien, in Extract 4.13 below, near the end of the 15-week course his students began to demonstrate awareness of the academic skills he had been teaching.

Extract 4.13

> I was sitting in the teachers' room and they [students] would come and ask me thought provoking questions about their essay! And I was thinking, 'wow, we've come a long way!' Again, they're by no means perfect; they still have a long way to go but teaching students who didn't even ask questions about their essays [at the beginning of the course], eventually becoming so much more aware and engaged in the task made me so happy. Towards the end [of the course] like the last five weeks, I was a lot happier, like at the beginning I was so stressed, [thinking] some of them are not gonna pass; they're even struggling with these basic strategies, like the easiest ones.

Aidan's Experiences

Aidan has taught the English language for approximately 10 years. He delivered the AEP program in the Suzhou high school to a different group of students from Damien's. The focus of this course is on English for Academic Purposes. Also, the course is only 12 weeks in comparison to the 15-week Foundation Studies Program. In Extract 4.1 below, Aidan summarises one of his observations that concerned him.

Extract 4.1

> So, they [students] just stay in the classroom basically from 7 a.m. until as late as they possibly could, which I think is 9 p.m. and during this time, they just- they wouldn't do any exercise at all, and if you don't move your body, get your blood moving around, it affects your mental state; it upsets your hormone balance and you feel less energetic, and you know, I think this really affected my class! They were just very- living an incredibly sedentary lifestyle. You know, they [students] were just all very, very computer addicted; [that's] all they wanted to do really in their free time. I think their health suffered, and if your physical health suffers, your mental health suffers, too.

According to Aidan, the cohort of adolescent English language students he taught was living on the school premises like a boarding school arrangement. Thus, Aidan's students had limited social interactions beyond the school; hence, they relied on each other and, to a certain extent, the administrators and managers of the school, for their social networks, such as advice networks, trust networks and communication networks (Krackhardt & Hanson, 1993; Palfreyman, 2011). Advice networks are people one would turn to for guidance, and/or reciprocate by also providing guidance to others within the group. Trust networks can be defined as the people one trusts to share difficult experiences with as well as seek support from. Communication networks consist of people who provide support in the form of clarification and discussion; for example, about one's learning in an educational setting (Krackhardt & Hanson, 1993; Palfreyman, 2011). In this sense, access to social capital for Aidan's students was based on remarkably close, dense networks (Palfreyman, 2011).

Aidan Positioned Himself as a Coach/Mentor

Aidan attempted to position himself as a sports coach in response to the situation he observed in Extract 4.1, as he thought physical activity would be a positive way to change his students' disposition in class. In Extract 4.2 below, he describes the physical activities he had arranged for his students during the 12 weeks, including the unanticipated outcomes.

Extract 4.2

> …we went out to play sport, take them [students] to the playground- badminton and ping pong and soccer. I'd take them out to play soccer on a Friday and ten minutes of running and they're all basically passing out or sitting down… [and] it culminated actually in week twelve; we had a …like a day out, and um, I chose to take them up uh one of the local

mountains. It was a twenty-minute walk up a hill [uncomfortable pause] and one of them [one of the students] threw up on the way up, just from exertion! Just to give you an example of how physically unfit they were. You know, they weren't overweight or anything; they were incredibly skinny. I'd say malnourished."

In Extract 4.2, Aidan's feelings of surprise and disappointment regarding his students' response to physical exercise can be attributed to his expectation and desire to bond with them in a manner he is familiar with, not just as a teacher but as a person. According to Menard-Warwick (2011), teacher cognition and, thus, their classroom practices reflect teacher identities as language users, and the English language has its own context with its own politics, stemming from society and culture. Aidan is a New Zealander and, in his culture, sport and physical exercise is one way in which people can bond together socially. For Aidan, implementing physical activities in his class is not solely about health, but is also his way of attempting to create group cohesion for his students and himself as the teacher of the group.

Similarly, in Extract 4.3 below, Aidan attempted to position himself as a mentor for his students.

Extract 4.3

> I tried to help them and focused them on, you know, well, what you are doing now is important for you; it's you know….it's irrespective of how your family is going and you're masters of your own destiny.
>
> …like, they [students] weren't particularly social people, but I think it's just a symptom of the times, where you know, these are almost the kids that have fallen through the cracks a little bit... All of them had I would say had family issues or disconnects from their families. Um, this was one way I connected with them a lot, actually, was um the topic of families…one of them [student] had a father [who] had cheated on his mother and he was kind of split between two families; he didn't feel very close to his father anymore. He was feeling nihilistic about life, [and] then the girl [female student] had always dreamt of being a writer, but her parents were constantly, you know, 'focus on your studies; stop spending all your time writing.' One guy [another student] has a computer addiction and his parents have basically given up and have said 'alright, do what you want.' They all had stuff going on in the background.

Aidan's efforts to help focus his students on the right path of academic studies in Extract 4.3, and his attempts to bond with his class through physical activities in Extract 4.2 were well intentioned. However, unlike Damien who was able to establish rapport with his students, Aidan was not able to do so as effectively because his students were 'passing out,' 'throwing up' and 'sitting down,' which would obviously not lead to group acceptance from his students, nor would it have elicited positive affective feelings towards him (Dörnyei & Malderez, 1997). Hence, Aidan's choices suggest that he had not yet built his cultural knowledge to become accepted as part of the group, his class (Murphey & Carpenter, 2008). For example, attempts at positioning himself as a coach by introducing physical activities in Extract 4.2, and attempts at positioning himself as a mentor in Extract 4.3 can be seen as Aidan's reliance on his cultural knowledge of his former students as opposed to his current students in Suzhou. Aidan explains this in Extract 4.4 below.

Extract 4.4

> I've come from a background, history of very motivated students where I didn't have to be an authority figure to them [students] because they would be begging me for more, but yeah, these students, um, they definitely needed a lot of external pressure….and I didn't have…I guess I am definitely a carrot teacher, the carrot and stick kind of …I didn't have a good enough stick, I mean.

In Extract 4.4, Aidan expresses his unfamiliarity with teaching students who are more externally driven rather than intrinsically and, in doing so, he also expresses doubt about his approach to teaching, emphasizing that he is a reward-focused teacher rather than a punishment focused one. Hence, the carrot as opposed to the stick. Aidan's self-doubt about managing the group's overall development is, according to Dörnyei and Murphey (2003), within the expected stages of a group's developmental and cohesive process, known as the storming stage, whereby teachers may begin to panic and blame themselves for their leniency. This is evident in Extract 4.4 when Aidan claims he didn't have a good enough stick to manage his class. Interestingly, other characteristics associated with the storming stage of a group's developmental process are also evident in Extract 4.5 where Aidan describes how his students were very reluctant to implement a vocabulary learning strategy he had taught in class, and how he had felt frustrated, and ended up just letting them do what they wanted with vocabulary learning.

Extract 4.5

> I really tried to get them to, you know, study vocabulary strategies that involve not just learning a word and finding the translation, and um, so I gave them a table which they had to fill in the words…an English definition and some collocations and a couple of example sentences, but they just wouldn't do it properly, and I just got frustrated in the end and I kind of let them. I let them, ok just…. look, I've shown you the way I think is better to study vocabulary, but you guys just want to make your translation lists.

The frustration, the disagreements, and the different points of view evident in Extract 4.5, however, are not necessarily detrimental to the development and progress of the group; rather, they may be prerequisite steps for potential group cohesion and cooperation at a later stage (Dörnyei & Murphey, 2003). What is needed to take the group to the next level is group leadership which entails facilitation skills. Unfortunately, however, Aidan's unfamiliarity and uncertainty with his cohort of students could shed light on why, at the time, he did not change his approach to teaching, thus leading to missed learning opportunities for his students. For example, Aidan's statement that he got frustrated and then just let his students do whatever they wanted for vocabulary learning, would highly likely have been observed and perceived by his students as the teacher giving up on them. Hence, the students' reluctance to implement the vocabulary learning strategy could also be understood as a decline in their commitment and motivation. As Dörnyei and Malderez (1997) mention, the teacher of a class embodies the group's conscience which in turn impacts the disposition of the whole class.

Aidan's efforts to position himself closer to his students to develop rapport were not effectively facilitated. Rather the unintended outcomes of the strategies he implemented, evident in Extracts 4.2 and 4.3, could have instead further strengthened the students' reliance on each other. This can be seen in Extract 4.6 below where his students relied on one class peer to be their source of advice, trust, and communication networks regarding their learning in class.

Extract 4.6

> We had one student who was very, really quite fluent, like he would understand most of what I said, and then if he [referring to another student in class] didn't [understand], [the fluent student] could ask, mediate communication with the other students. If I ask one student a question, they'd just look to him [fluent student] for [understanding]. So, basically, I had to ban him from translating for other students because he thought he was being helpful but, you know, that's um the whole part of I guess learning to communicate in another language is misunderstanding and then kind of working to reach an understanding so yeah, I had to tell him directly after about week two or three, but yeah, I think I probably should have um stopped that translation from day one.

Through Aidan's narrative, it is evident that there was one fluent student who was positioned by his peers as the class leader, and was mediating communication between Aidan and the rest of the class. However, also in Extract 4.6, Aidan reveals his teacher cognition for this situation; what he knows, believes, and thinks as an English language teacher. In other words, English language students should learn to communicate through their misunderstandings, or through trial and error. This belief is also then seen to manifest in class through his banning of the fluent student translating or mediating communication between the students and himself. In doing so, however, Aidan has inadvertently positioned the fluent student as ineffective and powerless (Yoon, 2008). Also, through this banning process, Aidan has isolated his group of students from one another by prohibiting their use of their first language (Chinese) as a position of strength to facilitate the learning of the English language.

Similarly, the banning of the students' predominant access to social capital in class in the form of translated knowledge from English to Chinese would have alienated Aidan further from his students. By prohibiting his more fluent student from his position of class leader through mediating communication, Aidan knowingly or unknowingly, positioned his whole class as somehow engaging in something 'bad' or 'wrong' which further stymied his potential to bridge links or social capital between himself and his students as well as between his students and other groups, including those outside the school (Palfreyman, 2011). This could also explain why Aidan's students were reluctant to implement his recommended vocabulary learning strategies.

Interestingly, Aidan described his classroom as being social and interactive. This is evident in Extract 4.7 below when he talks about one vocabulary activity he implemented in class with the use of flashcards, and team competition amongst students.

Extract 4.7

> I'd sit at one end of the classroom and then they'd take an item from me and go back, and I'll tell them ok give me two collocations; give me a sentence or you know give me a definition and so they'd run back, and they'd work together to do it and then they'd come back to me, and it would be a race between two or three teams depending how I did it.

While there was a lot of physical activity happening in Aidan's class, one cannot help but wonder whether the students viewed the vocabulary activity like the physical exercises where they had been 'passing out,' or 'throwing up' from too much exertion. More importantly, one would wonder whether the vocabulary activity mentioned in Extract 4.7, facilitated engagement and thus learning for students. For example, Aidan describes below the demeanor of his students during the first week and subsequent weeks in class as not changing and consisting mainly of blank stares.

Extract 4.8

> When I mentioned blank stares, it was kind of like that through class the whole time uh except for the one stand out student; he was um he'd been, you know, participating in English media online for several years, so he was very used to the back and forth that teachers expected but um the other five were very, very quiet and um, you know, I went through on my first day trying to ah explain, you know, how I wanted the class to work and they all nodded their heads but then when you ask a question uh no one would answer except for, except for the one guy.

Aidan's Reflections

Aidan admitted that there are changes he could have made within his classroom practice as well as within the course design. Through participating in this study and looking back at his experiences, he was able to accurately highlight below two areas that need more attention: motivation and class cohesion.

Extract 4.9

> I guess it's definitely a problem of motivation [noticeable pause] and it's ironic because [my research topic] for my Master of Arts Degree was in motivation. I put a lot of effort into developing a cohesive class, you know, that's always what I thought was one of my strengths.

To address the issues of motivation and class cohesion, Aidan stated that he could have carried out more progress tests, and in doing so he would have been able to provide his students with a more tangible trajectory of their overall progress. Similarly, he recommended introducing in the AEP program a monitored study session in the middle of the day rather than having a two-hour lunchbreak. In this way, students would not have to stay up late until midnight, cramming to complete all the homework that they get assigned each day. Aidan explained that while there are mandatory physical exercise regimes in the school, his group of students had graduated and, hence, they did not have to participate in the mandatory running around

the racetracks morning and afternoon. His recommendation is for the AEP program to make physical exercise a compulsory component, complementing the health topics within the course.

Aidan's recommendations predominantly focused on implementing structural changes to the AEP program, and while positive in themselves, they do not address, nor does he provide insights into the ways he could have enhanced the positive interactive relationships amongst his students and himself, thereby creating greater social capital for his students. This suggests that there is more learning and progress to be had for Aidan's professional development through his reflective narratives.

Conclusion

In this study, it was found that positioning shaped the professional identities of the two English language teachers, Aidan and Damien. Damien was successful in repositioning himself as a 'role model' and as a 'good guy' in that these positional identities enabled him to establish rapport with his students which facilitated positive interpersonal relations in class. It is the positive classroom dynamics, devoid of hidden power relations, that this study has pointed out as being significant in creating social capital for English language students.

Although Aidan and Damien encountered similar situational challenges, analysis of how they engaged in problem-solving, and how successful they felt about their overseas secondments, depended very much on how cognisant they were of the impact of their positional identities on their students. Aidan, for example, who is less experienced in teaching than Damien, positioned himself as a coach and a mentor to help motivate and focus his students. However, Aidan's choices in his class contradicted his positional identity which limited his adolescent students' learning opportunities, and thus inadvertently positioned them as 'silent with blank stares'.

In this study the use of reflective narratives as a research tool, and as a critical reflective tool for teacher education, was crucial in instigating Damien and Aidan's heightened awareness of the power of positional identities in shaping, not only who they are, but also in shaping their adolescent English language students' access to social capital in the form of positive interactive relationships with their peers and the classroom teacher.

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Chapter 5
Considering the Content and Depth of Reflective Inquiry Among Preservice Teachers Preparing to Work with Elementary-Aged and Adolescent English Learners

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Abstract Reflective inquiry as a process to prepare preservice teachers is not a new concept. Dewey (How we think: a restatement of the relation of reflective thinking to the educative process. DC Heath, 1933) advocated for the use of reflective thinking as a means of avoiding practice that solely emphasized memorization as an acquisition of skills. Preservice teachers must have the time within their preparation programs to carefully deliberate on what they have observed along with the space to write and discuss the steps they take to advance the strategies they are learning within their practice. This chapter focuses on the use of reflective journals as a space for preservice teachers to reflect on how they solve problems outside the bounds of memorized techniques. Through this study, we were interested in determining how preservice teachers within one teacher preparation project used reflective journal writing to share their accounts of how they prepared to work with English learners. We selected the student reflection journals to understand how prior experience and interaction with course content and practicum shape ongoing development. We were concerned with the content and depth of reflective thinking (Lee HJ, Teach Teach Educ 21:699–715, 2005) within the journals as it related to the students' participation in the teacher preparation program and the connection to the work with English learners.

Teacher candidates enter classrooms eager to make a difference in the lives of the students they are assigned to teach. Given changing demographics across the United States, candidates now enter classrooms that are more likely to have students from diverse cultural and linguistic backgrounds. Student backgrounds may look very different from those of their teachers. This demographic divide may impact student

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perception of educator effectiveness (Cherng & Halpin, 2016) and student achievement (Egalite et al., 2015). Since the 1999–2000 academic year, there has been a decline in the percentage of teachers identifying as white; among the 3.2 million public school teachers, the percentage of teachers who identify as white has declined to 80% (NCES, 2019). However, this compares with a student body in traditional public schools that is comprised of elementary and secondary students who are 50% white, 15% Black, 26% Hispanic, 5% Asian, and 3% who identify as two or more races (NCES, 2019). In addition, the number of students whose primary language is a language other than English has also increased within the past two decades (NCES, 2019). In other words, although the racial and ethnic backgrounds of today's public education teachers are changing to reflect a more diverse composition of instructors, the transformation is not occurring at a pace keeping up with the changing demographic of the students they teach. This can be a powerful realization among those planning to enter classrooms as teachers whose lived experience is very different than that of their students, particularly those who are English learners (ELs).

Our focus, as coauthors and teacher educators, remains on offering our students an opportunity to engage with learners from a variety of cultural and linguistic backgrounds to ensure they are prepared to enter classrooms that may look very different from the ones they experienced. Our teacher education program includes an elective set of courses that prepare students for an English for Speakers of Other Languages (ESOL) endorsement. Over the course of several years, students enroll in cohorts to participate in additional coursework and internship experiences to offer further preparation to work with elementary-age youth from culturally and linguistically diverse backgrounds.

This chapter focuses on the reflections of 22 preservice teachers from a variety of educational preparation programs who met to complete a set of university courses that add an ESOL endorsement to their initial teaching licensure. Participants in this cohort varied in majors and represented backgrounds that looked less homogeneous than the current teaching force. As part of the evaluation of the elective ESOL endorsement program, we wanted to examine not only the outcomes on the academic coursework but also the way the teacher candidates reflected upon the course content and field experiences that shaped their attitudes and dispositions toward the students they served. While teachers entering this program come from a variety of content areas and grade level areas, all are prepared for K-12 ESOL endorsement in our state; thus, teachers' preparation involves experience and case study work with ELs at a variety of grade levels, including adolescents.

We use this space to further examine the reflective process that students engaged in at the midpoint of their preparation experience. This process was part of a broader approach to inquiry with an emphasis on understanding how exposure to diverse classrooms during early internship experiences shaped preservice teachers' connection to the content and the learners they teach. We share how this reflective process assisted the students in applying what they learned in their courses while supporting how we, as course instructors, shaped the program based on students' reflections of those experiences.

Review of the Literature

As preservice teacher educators, we enter each year of our ESOL endorsement project with an interest in ensuring that our cohort of undergraduate candidates are not only prepared to complete the requisite coursework, teaching practicum, and licensure exams, but also that they have ample opportunity to reflect on their practice throughout their experience. For over half of the preservice teachers that entered the project, there was little prior knowledge or experience on how to work with English learners and students from culturally and linguistically diverse backgrounds. As teacher educators we were familiar with the literature that indicated educational and achievement gaps remained between ELs and their non-EL peers. There are a number of factors that may contribute to this achievement gap beyond the limited knowledge of English (National Academy of Sciences, 2017, p. 25) and the complexity of identifying and reclassifying ELs based on language proficiency (Saunders & Marcelletti, 2013). This gap in achievement poses barriers to academic learning and performance in schools (National Academy of Sciences, 2017; C Trends, 2019, Gandara & Hopkins, 2010, https://www.colorincolorado.org/article/challenges-english-learner-education). Teachers must be equipped with evidence-based practices and linguistically responsive interventions. They must also have a firm understanding of how to support the academic, cognitive, and social emotional needs of their ELs.

While teachers must enter classrooms equipped to offer instruction for all learners, several factors impede their preparation, including lack of preservice preparation or training, limited integration of EL content into existing teacher education courses, and the uneven expertise of teacher education faculty who provide instruction on teaching ELs (Li, 2017). Preservice teacher educators have attempted to tackle that knowledge and experience gap in teacher preparation in a number of ways, including the development of courses specific to EL instruction, emphasis on cultural competence and multi-cultural education integrated within existing preservice coursework, and the integration of strategies and practicum or internship experiences within diverse high needs schools.

To prepare for roles in increasingly diverse classrooms, preservice teachers need to acquire hands-on experiences and opportunities to observe and apply their knowledge of effective instructional methods. Memorizing strategies, standards, and key terms without practice limits the preservice teacher's ability to apply what they are learning. While knowledge of subject matter and recognition of evidence-based supports for diverse learners is useful, without an ability to observe, apply, and reflect on what they are studying, preservice teachers are limited in their preparation. Therefore, the use of self-reflection is particularly valuable for this population as a supplement to, and a way to make sense of, their limited experiences.

To situate reflective narrative in context, it is helpful to consider the role of reflection in general. Dewey (1933) advocated for the need for reflective thinking as a means of training oneself to master methods of systematic inquiry and avoidance of the danger of a practice that solely emphasizes rote memorization as the acquisition

of skill. Concerned with the reduction of training to the memorization of information and limits to a correct response, Dewey advanced the importance of thinking beyond the knowledge of the subject matter to a focus on the improvement of active inquiry, careful deliberation, and the development of experiences as the natural stimuli to reflective thinking (Dewey, 1933).

Making meaning from reflection exists within multiple qualitative approaches to gathering and analyzing data. Both reflective inquiry and narrative inquiry are built upon Dewey's understanding of experience (Downey & Clandinin, 2010). According to Clandinin et al. (2017), "Narrative inquiry is a way of inquiring into experience that attends to individuals' lives but remains attentive to the larger contexts and relationships within which lives are nested." (p. 91). Reflective inquiry also emphasizes the importance of inquiring about experience, with a focus upon the reaction to a set of actions (Downey & Clandinin, 2010). Both approaches are situated in a context or set of experiences, but reflective inquiry "focuses on a particular situation set within a particular context, such as teaching and learning." (Downey & Clandinin, 2010, p. 388).

Shön (1987) considers reflection within the context of indeterminate zones of practice, in which competent practitioners must solve problems outside the bounds of applied theories or memorized techniques. Building on the work of Dewey and Shön, Rodgers (2002) notes that reflection, when systematic and purposeful, has roots in the scientific method, with experimentation, or the testing of theory, within the interaction between self, others, and one's environment. When conducted in community, this testing of theories broadens the practitioner's understanding of their experience. Applied specifically to teaching, reflection serves as an integral step in the study, observation, and experimentation or testing of learned strategies and methods to support students, or those teachers will encounter within their instructional environment. Reflection therefore is a tool for meaning-making of experience (Rodgers, 2002). Teachers learn by doing. There must be time and space within both preservice learning and in-practice for reflection as an essential connection to solving problems, testing theories, and advancing practice.

Reflection is also a practice advanced within preservice teacher education. According to edTPA (Stanford Center for Assessment Learning and Equity, 2019) preservice teachers should move beyond just summarizing teaching practices and begin to reflect on what they have learned by planning, instructing and assessing their learning. Reflection is a process that involves a set of phases. While there are multiple procedures for systematic analysis and reflection, these procedures should include a degree of awareness of the situation and not simply progress toward a solution (Lee, 2005).

Reflection assumes a degree of emotion that requires the student to unpack experiences and question personal beliefs. Shoffner (2008) indicates it requires the preservice teacher to examine practice beyond a specific format or place beyond the university to consider serious thought and positive change. Teachers are required to become active participants by infusing personal believes and values into their personal identity (Larrivee, 2000). They must also consider how the school setting and

conditions, along with the dominant concerns of supervisors influence their professional formation (Cavanagh & Prescott, 2010).

Reflective inquiry lays the groundwork for the testing of new ideas through the basis of qualitative research as a way to study the inner experiences of participants as a means of discovery (Corbin & Strauss, 2015). It also takes on multiple forms within both program evaluation and participatory action research. For example, external evaluators may offer prompts to seek information about the specific impact of practices within a program, or practitioners and members within a project might carry out reflection and share the feedback with others as they study aspects of themselves and connections to the program (Stake, 2010).

Along with the many benefits of reflection, there are also cautions that underlie its use specifically as a means for preparation. For example, there is little consensus on what constitutes the specific steps for reflective practice in preservice education (Lee, 2005). Additionally, preservice teachers' ability to reflect on their practices is risky without additional support from teacher educators (Gelfuso & Dennis, 2014). Individuals may also experience challenges with the depth of their reflection, focusing first on practical concerns, before showing greater capacity for reflection within practicum experiences as they progress from university studies to practical settings (Cavanagh & Prescott, 2010; Shoffner, 2008).

While challenges exist, there are multiple approaches to promote reflective practice in teacher education; in some of these approaches, we see the power and relevance of narrative approaches to reflection. In their introduction to narrative inquiry as pedagogy in education, Huber et al. (2013) indicate the understanding of this form of research is rooted in the experience of co-inquiring with those who, "interact in and with classrooms, schools, or in other contexts into living, telling, retelling, and reliving stories of experience" (p. 213). Applied to teacher education, these narrative techniques are used in part among preservice teachers to make meaning through reflection upon experiences at moments of contradiction and discontinuity (Huber et al., 2013).

Although varied in the approach to the telling and retelling of their experience, the medium by which preservice teachers share their stories is not limited to an oral or conversational approach. Lee (2007) indicates reflective approaches include teaching journals linked to classroom teaching or practicum, response journals that provide opportunities for teachers to reflect on what they have studied in their preparation program, dialogue journals that preservice learners exchange with their professors, and collaborative journals written and exchanged among cohorts of preservice teachers. Reflection can be an important venue for teachers to recognize their strengths and weaknesses during teacher practicums that involve microteaching of taped lessons (Cho, 2017). Journals specifically as a form of reflection also nurture reflective thinking and assist students in making sense of theory, personalizing learning, and applying knowledge to relevant experience (Lee, 2007). Students can benefit, particularly, when they retell and call out their own experiences, using these as springboards to reflection in the process of telling their own stories.

Written reflections also promote critical reflection and community of practice through discussion and a reflection on learning and teaching beyond the bounds of

face-to-face interactions (Yang, 2009). They also serve as a tool to support learning within the context of L2 preservice teacher programs (Arshavskaya & Whitney, 2014). Teacher educators must also open time and space for preservice teachers to think about how events involve ELs in field-based placements, which can be accomplished in part through written reflection and small group discussion (Sugimoto et al., 2017), narrating and recasting events as they occur and afterward.

Understanding that not all practitioners enter with the same level of prior experience with reflective inquiry, and that approaches to reflection vary within preservice programs, there are elements that appear essential in reflective teacher education. These include personal factors connected to the practitioner such as the prior practical knowledge (Shoffner, 2008), attitudes, and beliefs of the practitioner (Lee, 1999, 2007; Akbari, 2007) as well as components of reflective thinking, including the process, the content and the depth of reflection (Lee, 2005; Larivee, 2006; Mena-Marcos et al., 2013; Ryken & Hamel, 2016). Lee (1999, 2005) studied reflective thinking of preservice teachers from multiple perspectives including the content and the depth of reflective thinking, with specific criteria to assess the depth of reflective thinking. These three levels include recall, rationalization, and reflexivity. Lee (2005, p. 703) applies criteria to reflective thinking, in which practitioners' reflection are oriented to the description of experience based on:

1. The recalling of experience without looking for alternative explanations (Recall level);
2. The examination of the relationship between pieces of their experiences and an explanation for what is happening (Rationalization level);
3. The analysis of experience from various perspectives to see how the attitudes of cooperating teachers influence their own values and beliefs (Reflectivity level).

Through this study, we were interested in determining how preservice teachers within our teacher preparation project used reflective journal writing, particularly in narrating their own experiences, to share their accounts of what they were learning within their ESOL endorsement program. We selected the student reflection journals to understand how prior experience and interaction with course content and practicum shape ongoing development. We were concerned specifically with the depth of reflective thinking and content within the journals as it related to the student's participation in the teacher preparation program and the connection to the work with ELs.

One University's Approach to Preservice Preparation

The use of reflective inquiry connected to the student journals is part of a larger teacher preparation project. The model for this project is inclusive of the principles of adult learning and knowledge transfer, in which training and professional development is authentic, purposeful, and job-embedded (Croft et al., 2010). The resulting targeted professional development empowered teachers to collaborate and work

across disciplines (Dove & Honigsfeld, 2015). Beyond the instruction of preservice teachers, we wanted to capture the teachers' evolving narratives as they progressed through their training experiences. We embedded reflection within each step of the preparation process. Students completed entrance surveys at the beginning of the program as they started their first course. The surveys gathered information about their prior knowledge, attitude, and experience working with English Learners. Students were also asked to complete a semi-structured entrance interview that asked them about their prior knowledge of specific instructional strategies along with prior experience with observation or instruction within the classroom. As the students' progressed through the sequence of courses they completed a mid-point interview asking for updates on the instructional strategies that they learned through the coursework and any new experiences they had in the classroom. By the midpoint of their coursework, they also completed a series of journals responses to prompts that asked them to reflect on their prior knowledge, experience, and background in relation to the connected course concepts and field experiences. As the student continued to progress through the program, they had several additional opportunities for reflection, including a third round of interviews and a follow-up questionnaire on their attitudes and beliefs prior to graduation and application for initial licensure and an ESOL endorsement. The authors recognize the caveat that reflection is not the same as narrative inquiry and that caution should be emphasized to avoid creating sweeping assertions across qualitative approaches to discovery (Connelly & Clandinin, 1990); nevertheless, we have found an overlap between opportunities for narration and avenues for reflection, and the intersection of these concepts has been helpful in allowing our students to think and respond critically to their own experiences.

In general, we see the use of reflection as a way to capture the varied dimensions of student's' thought and to provide a space and framework for students to begin to create and consider the stories of their own experiences. In reflection, our students are able – indeed, required – to take a step back from their day-to-day coursework, which focuses on gaining knowledge, trying strategies, and curating resources for their own future careers. In reflection, these activities are put aside so that students instead can consider the experiences and beliefs that underlie and inform their teaching practices. When we add the power of reflection to the activity of narrative, asking students to reflect on and retell their own stories, we are able to create opportunities for students to both tell their own stories and consider the larger implications of those stories in context.

Methods

This project was conducted as part of a larger evaluation of a preservice preparation program that includes a mixed method to examine the outcomes of preservice and in-service teachers preparing for licensure and an ESOL endorsement. This study

adopted a grounded theory approach (Corbin & Strauss, 2015). The team was specifically interested to learn:

1. When guided by a reflective prompt, what areas of content do students focus upon, and at what depth do undergraduate preservice learners reflect upon new experiences incorporated into their course experiences when working with ELs?
2. How does reflection vary across the undergraduate teacher candidates based on their prior experience working with ELs or being identified as ELs?

Research Site and Participants

We examined preservice teacher reflective journals within the context of a five-year teacher education project. The project included funding for graduate students to complete coursework in leadership and ESOL, along with a sustained professional development partnership with two local schools. Additionally, three cohorts of undergraduate education majors (including major fields of early childhood special education; elementary-special education; special education; secondary education) received fellowship funding to complete 12 elective credits in English for Speakers of Other Language (ESOL) and culturally responsive practice with the goal of passing the Praxis II content examination in ESOL, a requirement for state endorsement in ESOL.

Data for this study were collected during a summer assessment course that lasted 5 weeks and addressed informal and classroom assessment of culturally and linguistically diverse (CLD) learners, including broader issues of professionalism, culturally and linguistically responsive practices, and integration of assessment and instruction. Prior to this course, all students had completed at least one, three-credit class in ESOL through their fellowship funding. This course, an introduction to culturally and linguistically responsive practices occurred in the January term prior to the summer course. Some students had completed additional coursework in linguistic or cultural diversity based on the requirements for their specific major or, in some cases, their specific professional and academic interests.

Data Collection and Analysis

A team of three researchers gathered the data: The course instructor for the summer sequence who also serves as the principal investigator of the preservice preparation project, one of the project evaluators, and a colleague who supported the analysis and had taught courses within the sequence in prior semesters at the university. The team engaged in our own reflective discussions throughout the project design and analysis phase in order to identify areas of our own subjectivity and to correct for potential bias or oversight on the part of each researcher.

Students participated in an interview about their experience at the midpoint of their program, conducted an observation of an ESOL classroom or interview with an ESOL teacher and reflected on their experiences throughout the summer sequence across eight reflective journal prompts that emphasized specific reflections on their own background, their own personal experiences, and various course concepts and field experiences. Students were invited to participate in multiple rounds of interviews. They were also asked to complete multiple reflective journals at the midpoint of their program. Students were required to consent to the interviews and reflections. Participation in the evaluation was encouraged but remained voluntary. Reported information was de-identified. The research was approved by the university's Institutional Review Board.

Evaluation criteria for all journal assignments were identical: "You will be evaluated based on the degree to which you describe one or more significant ideas related to the prompt and connect it as your future as an educator." Students were provided a suggested length (1–2 pages) to guide their work and allocation of time, but responses were not graded on length. The specific journal topics analyzed for this study included:

- Journal Response 1 (beginning of the course): Describe your experience and background in ESOL/with CLD learners thus far. What new experiences or knowledge have you gained from your program thus far, and how do you see these relating to your future as an educator? (We may ask you to reflect on this topic again at the end of the 5 weeks.)
- Journal Response 7 (last week of the course): Describe your response to the module on CLD families and/or your other experiences working with CLD learners or families this summer. What have you learned about CLD learners' families, their needs, and their strengths? What strategies or resources should educators use to engage and support families of CLD learners, and how will you use this information as a future educator?
- Journal Response 8 (last week of the course): Describe your experience and background with CLD learners after this summer. What new experiences or knowledge have you gained from your coursework this summer, and how do you see these relating to your future as an educator?

The data collected through student journal responses underwent a comparative content analysis (Corbin & Strauss, 2015). The analysis included multiple stages. The researchers first used open coding to identify codes within the journal responses that the students produced. The research team met to talk about these provisional codes, which led to the development of additional codes and conferment of broader themes. The team specifically looked for patterns across the student reflections. Using Lee's (2005) framework, the team analyzed the students' journal responses with a focus on the content of the journal reflections and the depth of reflective thinking. The team included member checking and triangulation of data across the student interviews and the journal responses.

Findings

The reflective journal experience offered an opportunity for students to think beyond their typical required interaction with course concepts, as journal prompts asked them to reflect more broadly on their personal experiences with ELs and with linguistic or cultural diversity. In their journal entries, some students reflected on how their experiences related to course concepts and information, while others reflected more broadly on their own childhood or adult experiences as ELs or working with ELs.

The team identified topics that students reflected on as they described their experience and background in ESOL, their work with culturally and linguistically diverse families, and the experience they gained through the course. Among the topics that students emphasized, the team noted commonalities that fit into a few broad content areas. These three primary areas of content that teachers focused on within their journals included the application of course content, the importance of building relationships, and the importance of valuing language and culture and its impact on future practice. The depth of student reflections varied across the journal reflections. Additionally, students who identified as ELs or who had family members that were ELs offered a unique perspective on the connection between the content and the depth of their reflection.

Application of Course Content

The preservice teachers' reflective logs involved reiteration of the best practice outlined in class. The reflection did not always describe what was seen in the classroom through observation because many did not have that direct experience prior to the summer courses. The responses in their journal reflections at the beginning of the class reiterated what the course instructors taught during the first half of the program. Student reflections emphasized specific instructional strategies attributed to practices with an evidence base or alignment to standards. Reflection included reiteration of the WIDA standards and language objectives, the importance of differentiating instruction and the value of offering hands-on experiences and visuals for students with limited cognitive academic English.

The content of these reflections promoted instructional practices that students learned through course readings and instructor-led discussion. When asked to specifically reflect on the knowledge gained from the program, the reflective thinking focused on the recall of the specific strategies they were taught during the course in which they were enrolled, or courses they had taken in the prior term. While there was limited connection to practice that they observed, there were several examples of this recall of important concepts.

One student noted within their first journal response that activities that included physical responses and group activities that involve collaboration could be effective

strategies in instructing ELs, noting, "Students would be better served through activities that engaged their total physical response to learning English…encourage and facilitate group activities." Later in the reflection, the student continued with additional strategies stating, "let students collaborate with each other if it is positively impacting their second language acquisition." A second student included reflection on the difference between basic interpersonal communication and the academic language that often develops after first learning to communicate in English. The student suggests "have some structured informal conversations in English. Since a student's basic interpersonal communication skills (BICS) develops before the cognitive academic language proficiency (CALP), it is important for students to have time to practice it." A third example of the recall of strategies within the reflective journal entries included specific practices that they had discussed in class stating, "support strategies include using gestures, previewing the book, and providing vocabulary words in both the L1 and English." These reflections aligned with Lee's (2005) description of reflection at the recall level, in which students were able to recall important concepts based on stated best practice without thinking critically about their classroom impact. This recall level was present as students shared strategies that they had retained through their coursework to that point in the program.

These quotes embody students who know the technical responses to questions about what the classroom "should" look like to address the needs of ELs. At the recall level students emphasizes the theory and evidence-based practice with limited application of what is happening in practice (Lee, 2005). By the end of the semester, after shadowing ESOL teachers, observing ELs within the classroom, devoting additional time to try what they study, then practices become more than just theory. The journal reflections at the end of the semester continued to emphasize effective strategies that they picked up in class. Students were more apt to also include details on how these strategies were observed in practice. While there was still limited connectivity to their future practice, students recognized the strategies as more than an exercise within course instruction. They reflected upon the connections between the strategies discussed in class and the practices enacted by teachers they observed.

One student commented on seeing instructional strategies tied to universally designed supports stating, "When I had the opportunity to work with EL students, I also gained a sense of understanding that all EL students can learn the same way a general education student can learn by using methods of universal design and lots of patience." The student continued to highlight observed strategies that illustrate the impact of differentiation, later stating in the reflective journal, "Language does not always have to be expressed orally. It can be expressed through words, pictures, body language, visuals such as anchor charts or videos and so much more." Additional reflections highlighted the general recognition that there are more ELs in schools and limited knowledge among school staff on how to support instruction. A second student commented, "I had the opportunity to shadow an ESOL teacher… and learn more about what a bilingual assessment team does. All three of these experiences have led me to one conclusion, that there is simply an increasing number of ESOL students and not enough knowledge/support to accommodate for

them." Through these observations, the student also commented on the observations noting specifically that the practices discussed in class could be difficult to implement in the time available to offer additional support to ELs. The student continued in the reflection, "I noticed that 30 minutes is not nearly enough time to get through an entire lesson. I believe that if they had at least an hour with the students, they could individualize the instruction a lot more." The reflections were an important facet of not only recalling elements of the instructional strategies that they learned in class, but that there was a connection between what they recall and what they experience in the observation portion of the course.

Students who had prior experience with ELs, whether as a family member or as a self-identified English Learner, connected some of the strategies back to personal experiences. In one instance, a student specifically picked up on the need to incorporate culturally responsive practices within classroom instruction and material sharing, "being raised with a speaker from another country has definitely provided me with a foundation to be culturally aware of others." A second student who self-identified as an English Learner also noted that knowing strategies to support a variety of learners with additional learning challenges including those with disabilities, although important, have limited impact if they have not received instruction on how to specifically apply the strategies. The student wrote, "Teachers who did not get educated of the topic of ESOL education simply assume it is the ESOL teachers' job to help EL and CLD students. In their mind, three or four hours a week in a pull-out environment is enough for EL and CLD students to catch up with the general classroom. Well, I am here to announce what they have thought and assumed is wrong." These reflections were included early within the two students' first journal reflections. They already had prior experience that they not only recall, but incorporated directly into their responses.

The Importance of Building Relationships

A second area of content that remained an area of focus within the reflective journals included the importance of building relationship with students and the families. While building positive rapport with students and families is also a possible strategy to support student engagement, students reflected on the importance of building relationships as a means of gathering information about their needs and abilities. The level of depth of reflective thinking about working with students and families remained for most of the preservice teachers at the recall level. Students were quick to highlight what they recall from the class discussion about the importance of working with families or what they observed from interactions with students.

In their first reflective journal, the students pointed out the importance of building relationships with students as a means of making each member of the class feel welcome. According to TESOL, principle one for exemplary teaching of ELs, emphasizes the importance of knowing your learners. The responses in journals reflected that general recall of learned principles. One student with limited prior

experience ELs or those from culturally and linguistically diverse backgrounds wrote, "building a rapport with any student can positively impact them in the classroom." A second student also with limited prior experience commented, "visuals, repeating directions, explicit teaching, repeating directions, using gestures, and truly getting to know your CLD learners (including their names, culture, background information, likes, dislikes, and key phrases in their home language, etc.) are essential tools to best serve the culturally and linguistically diverse students in your classroom." The students recall what was important in their class discussion; however, with limited experience, there is limited reflection on the impact this rapport has on student achievement, the challenges that students face with acclimation to classroom norms, and challenges they face trying to tackle multiple academic demands.

Students tended to focus on the importance of building relationships with families in addition to working directly with students. In these responses, particularly, students often turned to narrative to share and frame their own experiences. As the preservice teachers continued in the ESOL program and saw how teachers in the practicum classrooms developed relationships with students, the depth of reflection likewise evolved. One student commented,

> One aspect that was especially intriguing and affirming was that the mentor I had was white, but spoke Spanish fluently. It inspired and confirmed my desire to continue working toward becoming an ESOL teacher because I often worried to my mom that since I am white, I would not be as great of an ESOL teacher than someone who has a different language as their native.

A second student noted that as a result of the preservice project, they were more inclined to gather as much information about the student and family so that they could offer targeted resources. The student stated,

> The extensive list of resources that could be formed by looking through peers' toolkits and multilingual resources is incredible, and very useful in the classroom… I will use these resources to make a resource list for ESOL and CLD families. These resources supply families with a wide variety of information…I will assemble a resource center where families can browse, select resources they are interested in, and take information regarding that resource.

A third student commented in their final reflection at the conclusion of the course,

> I can create a comforting environment for my students that allows them to take risks while being supported in all aspects of their development. I can also take the time to think about the assessments that I am creating or using and if they are accessible to ELs and respectful while also holding my ELs to the same high expectations as all other students. Parents will also always be welcome in my classroom and they will be aware of the supports and opportunities available to themselves and their children.

In these examples, students were more apt to rationalize what they were seeing in the classroom and consider how what they observed and the tools they practiced with in class specifically applied to their future practice. They saw the impact of relationships that they observed between the classroom teachers and the ELs. As one student put it, "A goal I have already made for when I begin to teach is to make

sure to involve student's families as much as possible. I plan to have meetings and opportunities for parents to come into the classroom."

The preservice teachers within the cohort who already had experience either as ELs or those who had worked with ELs also shared the importance of building relationships with students and families. As one student noted,

> I learned that there are many bilingual Americans and Americans in general that are aware and are actively searching for solutions to these problems. Education is a great starting point because by understanding and helping children of immigrant/bilingual students', teachers are indirectly relieving stress from their parents. To many immigrants, teachers are their best helper. The teacher is someone they can trust with their children whiles they are busy meeting the general needs of a family. As educators, it is important to know there is a lot we can do with their children to help ease tension in the family.

The student who already had experience considered the needs of students and families not only as a means of making a student feel welcome, but as an opportunity to relieve tension and serve as important partners. While other students with limited experience emphasized the impact on building rapport with students, this preservice teacher also considered the need to build trust with the family. There is a power dynamic that exists between a teacher and student and teacher and parent. Recognizing the teacher's potential position of power, for this preservice teacher, also entailed realizing the teacher's added responsibility to build and maintain trust.

Valuing Culture and Language and the Impact on Future Practice

A final area of emphasis across student reflections included content specific to the importance of valuing culture and language as an integral aspect of one's current and future practice. Within the student reflections the preservice teachers drew specific connections to specific strategies and approaches linked to dual immersion and translanguaging, but unlike the content that focused on specific strategies to support academic instruction, students viewed these supports with an emphasis on valuing language and the need to approach education from the role of an advocate.

While there was less of an emphasis on this specific area of focus, students were apt to point out the importance of valuing language very early in the course. Within the first journal response, several students shared personal stories in which they considered the importance of valuing culture and language within the context of their future practice. This aspect of content included a much deeper level of reflection with a connection to changing or improving their future practice. One student noted, "children feel more comfortable when they can freely use both languages in their learning process." Another student having observed a group of students talking with one another in their L1 and then sharing information with their ESOL teacher stated, "It showed how much I do not know about teaching ESOL students, but any effort given to enrich their learning is a pleasurable experience for them as they are

not feeling the pressure to be perfect in English and can use Spanish freely (at appropriate times)."

Through narrating their own experiences in the classroom, the preservice teachers also saw the impact of using translanguaging and dual-language instruction to connect with their students. As one student noted, "I had the pleasure to work with a handful of CLD students and ELs…In [a] first grade placement – I was able to help these students navigate through the day by providing them with verbal directions in English as well as Spanish." A second student noted, "I have learned how to use their knowledge of their L1 (i.e., Spanish) to help them draw connections between the languages. While I don't give them full English lessons, I do explain concepts and help them practice (which they also do for me in Spanish)."

The preservice teachers acknowledged that what they observed was valuable and that these experiences would assist them in improving their future practice. One student commented, "I believe that both these experiences and finishing the remaining courses will equip me with the tools I need to be the best teacher I can be for the most students." While there was limited time up to the mid-point of the preparation program for students to observe and practice what they were learning in class, the attitudes that they had prior to the start of the program had already evolved. Students who entered with a general curiosity about working with ELs, knowing they would be placed in more diverse schools, were now eager to work with EL students. Establishing a connection between the strategies and the class observations was already making an impact on how they planned to serve students in their future practice. One student concluded an entry stating,

> I was unsure if I would actually use the certification when teaching- I just wanted the option to be available if I chose to. After the first course… I realized just how interested I am in working with EL students…I realized that I do not want to be teacher that turns the blind eye to EL students, I want to be the teacher that is prepared with strategies and supports for these students.

Discussion

Reflection creates space for students to synthesize their personal experiences with their (developing) professional ones. The analysis of student reflective journals was designed to help preservice teacher educators learn more about the type of content that students retained as they were introduced to both new instructional methods and experiences in classroom practicums to try those methods. The reflection alone could be considered an oversimplification of a solution to gather what students retained from a specific class. It could also be viewed as an oversimplification of the problem on how to address whether a student is likely to apply this knowledge in practice. However, reflection is critical in learning whether the preservice teachers not only use the appropriate language, but the connection to evidence-based practice. Lee (2005, p. 712) found the preservice teachers showed "different capacities and preferences" depending on the format of the reflection. Additionally, the

conditions under which the reflection occurred can often shape the content and depth of the reflections.

Although there is limited application in the initial practice, the team believed it was important to continue the cycle of introducing the material in class, requiring students to reflect or process what they learned, observe that learning in a classroom setting, and then apply what they learned in the classroom. This followed with additional time for reflection and then additional time for practice. The cycle could enhance reflective thinking, but it could also enhance the application of strategies that work and refine those practices that need more work.

The style of writing differed greatly by students. In our review of the journals, it was evident some preservice teachers were more comfortable with journal writing. They included a reflection that was less formal and more conversant, while others quoted experts from the course readings or professors in order to respond at the beginning of their reflective journals before engaging in a reflection on their own experience and processing the significance of what they were studying and observing. Some students exhibited a better capacity for reflection, for example, there were students who were able to write and reflect without the need for additional guidance from course instructors. Additionally, some students viewed the exercise as just another course requirement and completed the reflection out of compliance, rather than as a means to reflect on the impact or potential for growth as a future teacher and leader. Given the limited requirements on the structure of the journal entries and the broad prompts that were included as an anchor for the reflections, students had an opportunity to stand back from the process and structure of the class (what they were doing), and use the space to write in a safer environment without concern for a grade or a specific "answer."

The reflective journals allowed students to critically examine their own experiences and identities. Assessing the level of depth is a challenge in part because the use of journals as reflections based on content from the course could impact the level of critical reflection. For example, students know the professor and project evaluator will read the journals. Additionally, knowing that students may be required to discuss some of the information with peers, they may leave certain elements out of the reflective journals knowing they could articulate those thoughts through other means of communication. However, the team still believes the process is useful in helping students document progress and apply what they learn between courses and practicum experiences. It also offers a historical record that students could look back upon to see what strategies they were learning as they went through the preparation courses. They also could see what their reaction to early experiences was like in comparison to their reaction to experiences in final practicum or their first year of teaching.

Upon our own reflection on the findings, our team identified several next steps and takeaways that might inform our practice as both researchers and instructors. First, we believe that analysis of student reflection is valuable and provides additional insights useful to the field at large. We intend to continue the analysis of data from additional rounds of interviews, in which students are asked to share their own personal reactions and stories or experiences, and journal prompts such as these. In

future research, we hope to explore the ways that reflection helps students to consider their own journey as educators and to place it in the context of their professional growth and experience. Additionally, as researchers and teacher educators, we believe these findings highlight the value of reflective inquiry as a practice to incorporate into coursework. We hope to continue refining our own use of reflection as teacher educators, determining the points in each course and program when reflection is most valuable and leveraging it productively at those points.

Second, the team will continue the analysis of data through additional rounds of interviews, including a third round of interviews that occur at the conclusion of the students' course sequence. A fourth interview is scheduled to take place with each student 1 year after they exit the program. We hope to study how the process of reflective inquiry expands and evolves as students wrap up their practicum and continue as lead teachers within their own classrooms. We anticipate continuing to integrate opportunities for reflection within the coursework and programming, including additional opportunities to hold interviews with the students and surveys of their attitudes, knowledge, and dispositions.

Finally, we hope to continue to incorporate reflective thinking activities into the coursework with this second cohort, increasing explicit connections between journal reflection and self-narrative. In doing so, we will continue to ensure the reflective thinking activities maintain low risk (no impact on the grade), stress the importance of personal and conversant responses, pairing with a midpoint interview that requires the students to share portions of their story with others in the class. Such activities can increase the emphasis on reflective narratives used explicitly as a means of examining one's own experiences, biases, and plans for teaching.

When leveraged appropriately, reflection allows students to identify implications and connections to practice. Just listing recommended strategies is not the same as determining the effectiveness and use in practice. While students were prompted to reflect on their prior experience in their first journal response, some started by listing the strategies learned in class. At the conclusion of the course, they were more apt to dedicated time to talking about a specific strategy and the impact they saw within their practice. As we have found, pairing the power of reflection with the structure of narrative affords students the opportunity to apply this same thoughtful and critical lens to their own experience. Rather than critically analyzing strategies or lists of techniques, our students were able to turn that same reflective lens onto their own experiences, drawing out challenging, inspiring, or even troubling aspects of their own experiences in the low-risk, nurturing environment that is typical of most journaling activities. In doing so, we hope that teachers absorb not only some immediate truths about linguistic diversity but also some larger understanding of how it is helpful to step outside our own stories and reflect on them. As teachers continue to meet the challenges and opportunities of our twenty-first-century school environments, we hope that larger lessons of taking time and space to interrogate their own beliefs and experiences can help them become, and remain, engaged and reflective practitioners and advocates.

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Chapter 6
Internationalizing Literacy Coursework: Igniting Preservice Teachers' Inquiry About Self, Diverse Learners, and the World

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Abstract   This chapter describes a research study conducted with preservice teachers in an American university in the Appalachian area of the U.S. Being aware of their mainly monolingual preservice teachers' limited experiences with other cultures and languages, the authors integrated an internationalization project in a literacy education course in their K-5 teacher preparation curriculum. The analysis of preservice teachers' reflective narratives used as part of the project demonstrated their increased awareness about linguistic and cultural diversity and a shift from deficit to an asset-based orientation towards diverse learners. This study showcases what the integration of internationalized course design and reflection can afford to teacher preparation programs.

Vignette

As the fall semester approached, Dr. Anderson began to tinker with her syllabus and assignment guidelines for the upcoming group of senior preservice teachers that would join her in the university classroom in August. She considered the group as a whole: two sections with approximately twenty-five students each, 99% white, 99% female, and 95% from the region of Appalachia surrounding the university. Dr. Anderson instructed the cohort in the spring semester of their junior year, and she had to acknowledge that her instruction related to cultural and linguistic diversity lacked robustness at best and was disturbingly failing at worst. She knew that she must do more, that she must find a way to help her students reflect on their own biases and deficit thinking related to culture in order to better prepare them for teaching the increasing number of multilingual students in their region and beyond. Dr. Anderson began by engaging colleagues in dialogue around cultural

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89

competency and brainstorming possibilities for classroom strategies, instruction, and assignments. She then reached out to international teachers and teacher educators for their insight and support. Lastly, she revised her syllabi, considered the process of reflection that would be most supportive for her students, and scheduled guest speakers from international contexts. Dr. Anderson recognized her effort as a beginning, only a tip of the iceberg. Still, she knew it was a step in the right direction, and she felt energized by the thought of the change she hoped to make.

Introduction

In teacher education, various innovative approaches have been developed to prepare preservice teachers (PSTs) to learn globally and to serve the local community with deeper understanding of cultural and linguistic practices of their students. Previous research examined the value of setting up PSTs as pen pals to English learners (Hadaway, 1993), engaging PSTs in service-learning projects with diverse students (He et al., 2018; Lund et al., 2014), offering diverse community-based field assignments and projects (Sharkey, 2018), and inviting PSTs to visit and observe bilingual families (Reyes et al., 2016). As a compliment to initiatives that emphasize the importance of local communities to "grow their own" workforce (Valenzuela, 2016), teacher education programs often integrate international perspectives and initiatives. Studying abroad has been widely explored in teacher education, as a way for students "to experience "otherness," that is, to engage linguistic and cultural differences firsthand by temporarily living and learning in the countries of their students' origin and to use that experience to inform their teaching and engage their students' learning" (Nero, 2018, p. 195). While study abroad leads to greater appreciation of cultural diversity (Horton et al., 2017), enhances PSTs' global competencies and cultural responsiveness (Byker & Putman, 2019), and improves reflection (Kissock & Richardson, 2010), it is also associated with high cost as well as other barriers for some students (Green et al., 2015). In our particular context, for example, over the past 9 years, none of our PSTs chose to participate in study abroad experiences sponsored through the university. PSTs noted responsibilities at home, financial strains, and fear of the unknown as reasons for not participating. As teacher education faculty, we recognized that while study abroad holds value, we must task ourselves with placing more feasible and accessible stepping stones for our students to access and then deepen their understanding of diversity and culture.

This chapter is a result of the brainstorming, planning, and implementation of a set of practices aimed at achieving that goal. Specifically, we describe our effort to provide PSTs in our elementary education preparation program with opportunities to engage with scholars and educators from around the world. Capitalizing on technological advances in video conferencing, the project aimed to bring the world to our classrooms without excessive costs to students and the university. Throughout the process, PSTs interacted with diverse speakers and were prompted to think

about educational topics that cross international borders. We aimed to understand how adding such international components to literacy courses allowed PSTs to grow in their understanding of culturally sustaining pedagogy (Paris & Alim, 2017) and various dimensions of global meaning-making (Tierney, 2018). We traced PSTs shifting perspectives by analyzing their reflective narratives, which were strategically embedded throughout and at the end of the course (Blake & Blake, 2012). We consider our findings in relation to developing PSTs' professional stance through narratives and discuss potential implications for teacher education programs working towards preparing their students for the multilingual, multicultural world.

Literature Review

Our study drew on several bodies of literature that conceptually worked together to inform the design of this project, as well as the subsequent data analysis and the conclusions we drew. First, culturally sustaining pedagogy provided an analytical lens to apply to PSTs' reflections on their classroom practice and on their growing understanding of cultural and linguistic pluralism (Paris & Alim, 2017). Second, the ideas underpinning global meaning-making (Tierney, 2018) allowed us to illuminate the complexity of PST's shifting perspectives of selves positioned within both local and global contexts. Finally, the scholarship on reflective narratives (Blake & Blake, 2012) was instrumental for engaging our PSTs in the complex work of reflecting on their experiences in the course, their understanding of selves, and their views of diverse students and communities.

Culturally Sustaining Pedagogy (CSP)

Roots of culturally sustaining pedagogy (CSP) lie in the asset pedagogies that emphasize the strengths of cultural, linguistic, and literate practices of frequently marginalized communities (Ladson-Billings, 1995; Lee, 1995; Moll & Gonzalez, 1994). CSP asks us "to reimagine schools as sites where diverse, heterogeneous practices are not only valued but *sustained"* (Paris & Alim, 2017, p. 3, emphasis in the original). Disrupting the traditional teacher-centric monolingual, monocultural model of instruction and focusing on the multiplicity of voices, values, and practices of students, CSP provides a solid foundation to "authentically connect" with diverse communities and "amplify immigrant voices within our departments and coursework" (Allman & Slavin, 2018, p. 240). The research investigating applications of CSP in higher education settings is starting to emerge, indicating that enacting it through coursework scaffolds PSTs in unpacking "their deficit orientations to children, communities, and families" and sharing "their learning and emerging understandings" (Sharkey, 2018, p. 13). At the same time, it brings to light existing

tensions that stem from the incompatibility of striving for culturally sustaining practices in the classroom and the limiting constraints of current educational policies (Wynter-Hoyte et al., 2019). Translating CSP from theory to practice, especially at the educator preparation program level, served as one of the foundational premises of this work as we invited our students to navigate ideas of equity and multiculturalism.

Global Meaning-Making

Global meaning-making serves as a complement to principles of CSP, as it furthers our understanding of how local and global views can be integrated within teacher preparation coursework. This is especially critical as PSTs "are usually cross-culturally inexperienced and globally unaware," which "makes it difficult for them to effectively address and be responsive to the differentiated needs in today's classrooms" (Hauerwas et al., 2017, p. 202). Moreover, one report argued that "most teachers begin their careers with little more than superficial knowledge of the world" (Longview Foundation, 2008, p. 6). Thus, it is imperative for teacher preparation programs to acknowledge the importance of infusing global knowledge and global meaning-making throughout education coursework to make it a natural part of teacher preparation for the future. PSTs' understanding of their relation to the world around them and engagement in global meaning-making is essential because it invites such "an approach to literacy that involves shared responsibilities as well as a commitment to diversity, opportunities for expression, and ethical possibilities" (Tierney, 2018, p. 414). Tierney (2018) proposes the following dimensions of global meaning-making: interrupting existing frames, being an activist or actionist, reading self, indigenizing, being mindful, shifting to an ecology of eclecticism, and decolonizing spaces by means of adapting, translanguaging, fusing, and border crossing. These concepts illuminate the complex nature of global meaning-making, while at the same time provide a guiding framework for engaging PSTs in such efforts.

Reflective Narratives in PST Education

Making sense of conceptually challenging frameworks in relation to our own selves and the teaching we witness and do requires careful attention to inward-looking, an examination that is rooted in intentional and spontaneous reflection. This project relied on the use of reflective narratives as an approach to shape PSTs' "professional vision" and beliefs related to issues of global awareness, diversity, and equity (Pulvermacher & Lefstein, 2016, p. 257). Narrative inquiry serves as a powerful vehicle for reflection and exploration of professional stances in teacher education

(Blake & Haines, 2009; Kooy & de Freitas, 2007; Pulvermacher & Lefstein, 2016). It has been extensively used to invite PSTs to explore their emerging professional identity (Kooy & de Freitas, 2007; Schultz & Ravitch, 2013), to make sense of experiences in the classroom (Bien & Selland, 2018), and to bridge seemingly incongruent theory and practice (Blake & Haines, 2009; Bryan & Abell, 1999). Individual reflective narratives capture the complex process of PSTs' evolving understandings of "themselves in the context of their schools, classrooms, and communities, as well as the current political context of their teaching and learning to teach" (Schultz & Ravitch, 2013, p. 37). For example, Bien and Selland (2018) demonstrated that the use of reflective narratives could uncover the tensions between the kinds of educators PSTs aspire to be and the kinds of educators they have to be within the contextual constraints of teaching. The authors illustrated that conflicting "narratives were brought to bear" as challenges emerged in PSTs' teaching placements (p. 92). Similarly, Rodriguez and Cho (2011) demonstrated that the use of narratives allowed culturally and linguistically diverse PSTs to express resistance to othering practices and "simplistic conceptions of their teacher identities" within their communities of practice (p. 501). In our project, we drew heavily on previous work on the use of reflective narratives in order to examine how our own PSTs constructed and reconstructed their understanding of their own selves, their students, and their teaching experiences.

The Project

This project[1] grew from our commitment to asset-based pedagogies and the sense of urgency we felt in providing our PSTs an opportunity to explore their place within the globalized world. Despite the globalization and technological access available today, we noticed that our students were largely unaware of current national and international issues, as well as historical root causes of current events. Such limited knowledge of the world can contribute to PSTs holding or developing deficit orientations toward diverse learners, which can persist and be further exacerbated through lived and field-based experiences (Garmon, 2005; Hadaway, 1993). Thus, the purpose of this project was to "challenge misconceptions that lead to discrimination based on cultural difference, reflect on one's assumptions and biases, and create a classroom environment sensitive to the cultural background and academic needs of all students" (Sharma et al., 2011, p. 9). In order to achieve this goal, we invited international literacy education scholars and educators to contribute to the instruction of our students, integrated diverse literature throughout the coursework, and engaged students in critical reflection using the tools of narrative inquiry.

Context

The project was conducted in a public university located in the Southeast United States. The elementary education preparation program of study included a number of literacy courses that allowed for the integration of various components related to the goals of global meaning-making and developing culturally sustaining orientations and knowledge. We chose to implement this project in PST's final literacy course of their senior year. We believe that this course offered particular palatable opportunities for reflection because students in this course generally have a strong foundational literacy knowledge scaffolded in earlier courses as well as a significant amount of time in the field with a K-5 teacher. This course focused on objectives, strategies, and materials for teaching reading, writing, speaking, listening, viewing, and visually representing in elementary grades. It explored such topics as organizing and managing a literacy block, text complexity, independent reading, and text-inspired questions. Students in the course were simultaneously spending 135 h in local schools as part of their residency requirement.

Considering that communication with speakers of other languages can have a positive impact on PSTs' orientation toward English learners (Coady et al., 2011; Hadaway, 1993), we provided students with an opportunity to connect with international educators and literacy faculty and to reflect critically on that experience. Four international guest speakers were invited to contribute through virtual lectures on topics covered in the course and through virtual class discussions. All speakers were experienced educators who were either teaching in elementary schools or worked as college instructors preparing elementary teacher candidates at the time of the project (fall semester of 2019). Together with the guest speakers, students explored a variety of questions, e.g., *What does typical literacy development look like across the early childhood years across languages and cultures? What role do factors like a young child's sociocultural and linguistic background, as well as his or her motivation to learn, play in the literacy development process? How do practices like close reading or the use of diverse text sets impact students' engagement with texts and motivation to read? How does the concept of text complexity, especially that of an instructional level text, fit within broader socio-political contexts of teaching and learning in various countries? What teaching methods are popularized and used in various parts of the world?*

Participants

Participants in this study included PSTs enrolled in an elementary education preparation program at a public university in the southeast of the United States. While all students in the course were able to engage with international guest speakers, 12 PSTs agreed to participate in the study. All participants identified as white, female, in their early twenties. All PSTs spoke English as their only language.

Data Sources

To help us explore the impact of internationalized coursework, PSTs were asked to complete pre- and post- surveys, write reflective narratives throughout the semester, and to participate in a one-time interview at the end of the semester. Reflective narratives we collected were both the method for engaging our students in inquiry and the product for analysis in this study. In order to provide our students with an opportunity to wrestle with the ideas that underpin this project, we relied on reflective narratives, intentionally solicited through the use of exit tickets and follow-up interviews. Following every guest speaking engagement, students were asked to write about the experience, their growing understanding of literacy issues, and questions they may have. Their written reflections were collected and used as part of the dataset.

End-of-the-course interviews served as an opportunity to further invite PSTs' reflective narratives and offer the participants an avenue for sharing that extended beyond a written word. We viewed these interviews as "the most direct, research-focused interaction" between researchers and participants (Kazmer & Xie, 2008, p. 258), as well as a means of providing a rich source of data. All interviews were conducted by the first and second author, with 2 interviews conducted in person and 10 interviews conducted via the video-conferencing platform. While virtual and face-to-face interactions differ in substantive ways, engaging students in interviews at the times and locations convenient to them aligned with a recent assertion in qualitative research that "digital technologies have expanded the potential for interviews in research, enabling individuals to participate in qualitative research regardless of location" (Gill & Baillie, 2018, p. 669). Interviews lasted between 30 min and an hour and were audio-recorded and, subsequently, transcribed verbatim for analysis.

Data Analysis

The qualitative data in this project were subjected to a thematic analysis, a method that aims to identify, describe, and report prevailing themes within a given dataset (Boyatzis, 1998; Braun & Clarke, 2006). Drawing on both inductive and deductive coding, we relied on the a priori codes derived from theoretical orientations underpinning this work (culturally sustaining orientations and global meaning-making), while also allowing new codes to emerge from the dataset itself (Fereday & Muir-Cochrane, 2006). After individual researchers coded all of the data, we came together to discuss initial codes (e.g., changing perspective, sameness, accent, expanding horizons, CSP classroom practice), rectify disagreements, organize and collapse codes, and begin to identify emerging themes. After several rounds of debriefing and reanalyzing of data, final overarching themes were identified. The trustworthiness of findings was strengthened by the fact that multiple coders were

involved in the recursive analytical process. We describe these findings below followed by a discussion of their implications for teaching and learning. All names are pseudonyms.

Findings

This project aimed to understand the impact of literacy course internationalization on PSTs' growing understanding of culturally sustaining classroom practices couched with a global perspective. Thematic analysis of PSTs' reflective narratives revealed that engaging with international speakers led to a shift in PSTs' perspective. First, PSTs' shared a better sense of awareness of self as linguistic and cultural beings operating within a global landscape. This growing awareness of self began to inform PSTs understanding of diversity, as well as complex interactions of language and culture in various contexts. Second, PSTs described a shift from deficit-oriented to an asset-oriented view of diverse learners as a result of engaging with international speakers in class. Shifting perceptions of self and others ultimately translated into PSTs' commitment to the classroom practices consistent with CSP orientations in their future classrooms.

Shifting View of Self

Data analysis demonstrated a shifting view of self as a precursor to PST's more in-depth shifts in the areas of student interaction, classroom practice, and in some cases, career goals and paths. The magnitude of this phenomenon varied from participant to participant and seemed to be influenced by a variety of factors, including background experiences, connections with the diverse texts provided in courses, processing of views from the international speakers, and connections to ELs in the field. At the entry stage of a shifting view of self, PSTs acknowledged, first, their surprise at the similarities between their elementary classrooms and those of the speakers. Connections ranged from similarities about instruction, as well as student issues and policy challenges. For example, Susan noted, "I thought it was interesting to be able to realize the way that reading is taught is kind of universal in a way, we're still implementing the same thing." Likewise, Courtney explained, "Even though all these people are from all these different parts of the world, we're still talking about the same thing and it still relates."

Such new discernments led PSTs to acknowledge that they had never considered education outside of the United States, and subconsciously had developed assumptions about other parts of the world. Often these assumptions were positioned within a deficit perspective. Angie explained, "So I guess I assumed, me not knowing a lot about international education, I assumed that a lot of lower-income areas didn't get hardly any education or it was very minimal. So it was cool to see that they're

getting a really similar education, even there in the lower income area. So that was cool." Susan also recognized that many challenges were analogous as well:

> Like the poverty and how women really are just now getting to be able to be educated and become a part of the classroom. And that's still something that they are kind of facing within the school. And I think that's something that even schools in America are trying to deal with too is making sure that everyone gets the same opportunities. So that was interesting that that's not just a problem in America, but also other places.

The connection to commonalities across nations and cultures in terms of both reading and societal concerns, appeared to allow PSTs to look up and out and to begin to question who they were as teachers in a larger context. PSTs' surprise was particularly striking in relation to certain countries in contrast to others. For example, several PSTs expressed genuine surprise about similarities between the United States and African countries but did not express this surprise in regards to the speaker from Canada. Jessica noted,

> When you look at the UK, yes, the UK is different, but also, we came from the UK so when you look down at South Africa, depending on where you live, it can be extremely different so, it's very crazy that she's very much on top of it. She was saying sometimes it's harder to get the students to come to school. But I mean, sometimes we have problems getting students to come to school here too. So, it's very it blew my mind that it was so similar.

These revelations did not necessarily equate to an examination of self in relationship to how they may view individuals from cultures dissimilar to their own for most, but rather illustrated a budding realization at the level of acknowledgment of similarities. Some PSTs appeared to hold most tightly to the examples that confirmed previous thinking, such as views that highlighted deficit thinking. For example, some participants primarily recounted examples such as lack of books or funding or lack of exposure in the home to knowledge even though the speakers shared many other asset-oriented examples. Courtney said, "She talked about her students' background, her culture. And I remember her saying she needed to know their students' background, their community. Because I think she mentioned that she had to walk them home to school. She just said the area was so bad. Eye opening to see what the other teachers have to do for their students behind just teaching, doing what they have to for their students because of their culture."

A few of the participants took their consideration of self and who they are in terms of their culture and country to a deeper level. For instance, two PSTs contemplated why they as monolingual, white, Christian, females (and their respective culture at large) tended to avoid difficult conversations about privilege and culture and specifically how these are both common and likely fear-based avoidances. Susan said, "It's almost frowned upon to share with people from other cultures that I found. In class it's become more of a two-way thing. So, it wasn't one over the other. It was more like even ground and trying to figure out things together. I think some of how we feel is that we shouldn't share with people of other cultures and just shut-up and listen. I think it's great to listen. But I think we should also be able to share. I think part of it is almost being… not overly respectful, I guess, like we were afraid that someone will be offended. But I think the important thing is to kind of set

guidelines for okay we don't have to agree on this, but we're going to come to an agreement together." From Susan's viewpoint, consideration of self is necessary as we confront barriers to moving forward and having difficult conversations related to culture and diversity. Susan is an example of a participant who moved past the initial stage of expressing surprise about similarities to an examination of what this means for her in the context of the larger culture and even towards brainstorming possibilities about potential action to improve communication between cultures.

Shifting View of English Learners

In the process of data analysis, we began to see that for some PSTs their evolving sense of self-led towards new scrutiny of their relationships to English Learners (ELs) in their placement, revealing the potential for increased attention to students' cultural wealth and potential change in both viewpoints and instructional practices. Again, we observed various degrees of realizations and acknowledgments linked to how the experiences of this project influenced PSTs' views of ELs. Nearly all PSTs acknowledged a lack of diversity in the elementary schools of the region, and we view this acknowledgment as the entry-level stage in this category. Some participants noted that they had only 1–3 ELs in their placement classrooms. Others knew of only one EL across the grade level or mentioned having no ELs in the grade level at all. The lack of diversity in classrooms seemed to be problematic for some in terms of authentic connections to university instruction relative to ELs and multiculturalism. Others recognized gaps in their program of study related to the instruction of diverse learners. Christie explained, "I feel like some of the classes are like, oh, this is an English learner. Okay, we're moving on." PSTs relayed that the lack of focused university instruction combined with lack of diversity in the field added to their lack of confidence and a feeling of apprehension in working with diverse populations.

Several PSTs not only acknowledged their lack of both theoretical and practical experience with diversity, but then went further by using the international experience of the course as a scaffold for thinking more deeply about their real-time interactions with ELs in their classrooms. For example, as participants shared that they had to listen very carefully to fully understand several guest speakers, they related it to how an ELL may feel in the classroom, especially in an area where Appalachian English is common. Jessica explained, "When we spoke with the South African educator, her accent was very thick, so I had to listen very closely." Jessica posited that ELs might feel similarly because of the way she speaks, "I feel bad for my students because I can't say certain words. And my husband likes to make fun of me when I try to say certain words, that my students aren't going to be able to understand what I'm saying." For Jessica and others, the discomfort of being in the role of a second language learner gave them insight on how that might feel as an EL in the classroom setting. Susan took this a step further as she shared how assumptions have been made about the way she speaks. "When I go on vacation and people will

hear my accent, and they're like, oh my goodness, like, where are you from. It's like they think you're like, not as smart as them." In Susan's case, this thinking spurred empathy and connections between her experiences and those her students have faced.

During analysis, we saw other examples of increased empathy as PSTs reflected on specific examples and interactions from the field. Kim shared, "There is a girl in my class that is from Africa. She's an EL. Yeah, I wonder how that little girl feels in the school. I wonder if she feels a little bit weird being, you know, one of the only ELs in the school." In this way, the interview process allowed Kim to look past just instructional practices to consider socio-emotional factors. Jessica took this a step further as she wondered about her impact on all students in her classroom and how their lack of exposure to diversity might impact whom they become as they grow. "My class right now are all white Caucasian students. We are not a diverse classroom, and I think that's probably going to hurt them because they already pick on each other now. So, I think if you added somebody who looked different, talked different, ate something that was different, they would not be accepting of it." From Jessica's perspective, consideration of a classroom that is interculturally successful is not just about providing ELs with appropriate support, but also important in raising cultural awareness for all students.

For Leah, the international experience accompanied by interactions with ELs in the field was pivotal in the identification of a previously held deficit perspective, and in turn, a new outlook on her interactions with her second language students. Leah explained,

> Some of my ELs are the smartest kids in the whole grade level. And I think before, just because in some of our other classes we focused on modifications for struggling students or for IEP students, but I feel like I've traded the misconception in my mind that because they're EL, they probably automatically need extra support and help […] I'm saying that some of those students do, but some of them really don't. And I think even a couple of the former ELs have tested out because they've achieved and passed all the tests with no accommodation. So that's changed my perspective on things.

Leah's shift in perspective offers insights on both a personal and programmatic level as we interpret what is needed to transform a belief and what might be altered at the program level to shift these assumptions in the university classroom. Leah relayed that her shifting views on ELs gave her a more robust sense of the importance of addressing the socio emotional piece of being a diverse learner in a monolingual setting. This sense was addressed as she shared the story of a young boy in her class who has been struggling with his sense of self and with some of his school work. His mom told Leah that he had stopped speaking Spanish at home altogether and was viewing his heritage in a negative light. Leah was distressed by this, and made a point to set aside time to speak with him. She shared,

> We had a heart-to-heart conversation and I was like, don't you speak Spanish at home? He said Yeah, and I'm like, that's so cool, though. I don't know Spanish. I don't know any Spanish at all. And that's way more Spanish than I know. So that's such an advantage that you have so many other people don't, in that could be so successful in your life to get a job. So, don't ever think that you're dumb because you have so many skills that other students don't have. So, it's just teachers and other people around them and assuring them that just because they're different doesn't mean that's bad.

Leah's perspective shift influenced both her mindset and her interactions with students. Likewise, data analysis showed impacts on PSTs' attitudes and intentions regarding classroom practices. In the next section, we highlight some of these changes.

Committing to Specific CSP-Informed Classroom Practices

As in the previous sections, through analysis we noted PSTs move at different rates across a spectrum of shifts in regards to reflection on self and its relationship to how each participant imagined or reimagined who she will be in her future elementary classroom. At the emergent level, PSTs used positive yet often generalized terms to describe how they will promote intercultural success. Phrases used by PSTs included "mutual respect", "open-minded", "kindness", "listening", and "sharing opinions". Other PSTs began with these expressions of more general terminology but followed these thoughts with evidence of a growing understanding of self as global and cultural beings, as well as a shifting perspective in regards to ELs. For these PSTs, the process of reflection led to explicit commitment to classroom activities and practices marked by an asset-based orientation. Courtney explained the importance of learning about her students' backgrounds as a mode to intercultural success, "I guess just being aware in your classroom what the different languages and the backgrounds of your students are. We had to do an interest survey and that really helped me a lot in getting to know my kids." Others expanded on this notion by brainstorming instructional ideas that would highlight the cultures of the ELs in the class, providing all students with exposure to various cultures and ways of knowing. Skylar explained how she would make units about culture relevant in her elementary classroom:

> We could learn about a new culture each week and just really dive into it, especially target the students in my classroom. If I don't have someone from France, I'm not gonna do French culture right off the bat, I would really focus on my students as individuals maybe somehow you know how they have those little activities that you can maybe do a family tree or find out where you're from, you know, just something like that. I would really like to have it even school-year-long, maybe like models or posters, you know, the stay in the classroom that it's there all year. So it's not just one week. And that's it.

Skylar acknowledged the tendency for "culture" discussions to last just a day, or a week, or a unit long, rather than to be authentically ingrained in daily classroom practices. Similarly, Christie shared that in order to be a culturally sustaining educator, one has to commit to activities that "represent different cultures and different languages." She further expanded on these ideas:

> Including different languages in your class like maybe in the mornings, you might have a morning meeting you might teach your students how we can say hello to each other in French or Spanish. If you have students who are Spanish speaking in your class, including labels and stuff that are in Spanish and for other kids as well. Because I think it's good for even English speaking students to be learning and seeing other languages as well. I think it

goes both ways. I'm just thinking little things like that, just making sure that other cultures and languages are being represented in your classroom, whether it's through text labels, pictures, maybe bring in artifacts that kind of represent different cultures.

The importance of exposing elementary students to culture through food, music, and by having family members of ELs share their experiences, were common answers. Drawing on her experience with international guest speakers, Jessica brainstormed ways she might help her students connect to international students of similar ages via current available technologies:

I like the idea of bringing in people from other places for the students to see. Maybe I've seen it before, where it's classroom to classroom. The only problem is one classroom might be at the daytime and you don't go to sleep. But I've seen it as a classroom chat, where it's two different countries, talking to each other through facetime. And I thought that was really cute and it's an international pen pal thing and it's like the kids can write from one class to another class. It's coordinated through this place and so you just send out their letters and then they get them back and I think it'd be good to coordinate with the teacher to talk about where do you go to school, what time you go to school because like a lot of places in the southern hemisphere, especially go to school during the summertime.

Jessica's reflections on the "how to" of making these international connections show evidence of a progression on a spectrum of intercultural success, past use of generalized terms such as those listed above. Correspondingly, Skylar considered the possibilities of virtual field trips and Christie pondered students conducting research projects on other cultures.

Additionally, PSTs discussed the influence of Social Studies and text selection in the elementary classroom as key components of intercultural success. Generally, PSTs viewed Social Studies as the most logical content area to focus on intercultural success and a palpable place for literacy integration. Skylar reflected on Social Studies as the place to learn about our own history and then to consider the histories and conditions of others. She explained, "I think you have to tie in Social Studies with literacy in order to do that, to learn about different people in different groups across the United States. Learning their own history and, of course, they can learn that through reading and group discussions and writing."

PSTs also reflected on the power of text selection to influence intercultural success in the elementary classroom. Christie explained, "Not reading about just generic ideas. But yeah, either reading about real people that are complicated or books that are good with complicated characters or I don't know, maybe even doing some work with individual students to really get to know them. I know I read somewhere it's really hard to stereotype up close." Similarly, Susan noted, "I think adding things within the classroom that kind of represents their own culture and so I love reader's theaters. I've seen them in my own classroom from various cultures around the world. And I think sometimes here part of it is the texts that you put in the classroom and kind of presenting those to the students, not just sitting there passively." Such examples demonstrate the tendency of some PSTs to view texts as an avenue for understanding of self as well as others. However, as Susan specified, the texts must be relevant and believable to achieve these goals. Some PSTs expressed those discussions about texts as windows and mirrors (Bishop, 1990) in their courses

helped them view the power of texts to look more deeply inside as well as out into the world. Leah said, "We always talk about how children need to have like a mirror, the book, they can see themselves in. And I think that's an important part to intertwine in your classroom. So, you have a wide variety of materials that students can connect to." PSTs reflected that teachers must be deliberate and critical of their classroom libraries and that they should evaluate whether the texts they provide truly fit the description of windows and mirrors for their particular group of students (Bishop, 1990).

At the farthest end of the spectrum were the participants who moved past brainstorming instructional ideas to deeper considerations of their own power to influence and their responsibilities as a teacher related to intercultural success. Angie noted that teachers are in an extraordinary position to influence society as a whole and that teachers should take this responsibility seriously.

> I think it's important to immerse them in all these different scenarios and images and sounds and stuff. There still are a lot of problems in the world with, you know, racism, segregation and I want to make sure that it is made clear. In my classroom that we don't stand with that […] we need to make sure that everything we're saying everything we're doing we're having them do is beneficial for them and it teaches them kindness and respect and I think it's really important to build strong relationships with students and not just here's busy work, do this, I'm in charge. Be quiet, walk straight. Stuff like that.

While students, like Angie, showed a strong commitment to intercultural success, they began to touch on barriers to enacting the principles of CSP in the classroom, such as the pressure of high stakes teacher and student evaluations, focus on rules and expectations related to behavior, and fear of offending someone by noticing differences.

Obstacles to Deeper Reflection

While we saw shifts in thinking about diverse students, reflections of self, and worthy tasks for the classroom, several barriers to deepening students' commitment to the aims, goals, and practices of CSP emerged. One of the biggest obstacles to future change was fear or hesitation to go deeper into the complexities of culture, language, access, and equity. PSTs did not always go beyond the surface-level discussions of their understanding of diverse cultural practices and their relationship to notions of equity in education. PSTs subscribed to the notion that equality and treating everyone the "same" is the way to avoid being a bad uncaring teacher. Yet, this staple "same is equal" response did not align with a commitment to equity and specific practices that would be responsive to cultural assets of individual children and their communities.

On the one hand, ideas of sameness can be interpreted as a way to unite the wide and often compartmentalized world by pointing out the common threads of what makes us all human and what makes education a common endeavor for everyone across the globe. At the same time, commitment to only noticing similarities and

dismissing differences can limit and discard specific cultural practices and ways of being that are important to individual children, families, and communities. In a representative illustration of this tension between being same but also being different, Angie shared, "we're one big world and it doesn't really matter what you look like, how you talk, because we're all like we're all learning the same things." Angie talks earlier in her statement about the importance of allowing students to express themselves through their language and cultural practices, while at the same time providing everyone in class with opportunities to learn about other cultures. At the same time, the assumption of sameness, visible in Angie's response, counters the notion that students' funds of knowledge and cultural resources they possess directly impact their learning in the classroom. Such understanding of the complexity and the wealth of students' linguistic and cultural background is essential to being a culturally sustaining teacher; yet, it was often invisible, hidden behind the idea of sameness.

In part, participating PSTs justified the idea of "same as equal" by not wanting to be or appear "wrong" or "offensive." This aligns with previous research, which indicates that the fear of being misinformed and culturally insensitive may leave PSTs nervous about and even discouraged from teaching in diverse areas (Ndemanu, 2018). In our study, PSTs shared that educators are responsible for learning about students' culture in order to "know the right and the wrongs of the culture, what you're supposed to say" because "we were afraid that someone will be offended." Participants often drew on these terms as qualifiers for providing everyone with the same opportunities. At the same time, this fear often seemed to serve as a barrier to deeper communication about culturally sensitive topics related to colonization, privilege, and inequity.

Discussion

Becoming globally-aware and culturally sustaining educators requires that PSTs develop cultural competence and engage in ongoing intentional critical reflection in order "to examine assumptions and biases" (Cole, 2017, p. 739). Our study aligns with previous work that indicates that reflection on one's own values and beliefs together with a systematic inquiry into issues of global awareness, diversity, and equity can enhance multicultural competencies for teaching and learning (Husu et al., 2008). Providing PSTs with an opportunity to engage with international guest speakers led to multiple meaningful opportunities for PSTs' critical reflection to explore "their beliefs and build[ing] professional knowledge" of diverse learners (Joseph & Evans, 2018, p. 53).

This semester-long experience, combined with collaborative discussions, critical reflections, and field placements in local schools, resulted in PSTs' deeper understanding of self, led to an expansion of PSTs' world knowledge, as well as prompted them to consider a variety of pedagogical approaches and resources applicable in today's diverse classrooms. The intersection of culturally sustaining pedagogy and

global meaning-making offered participating PSTs an opportunity to learn with and from international guest speakers instead of learning about them; thus, disrupting the learning "about the Other" dynamic (Sharkey, 2018, p. 577). Building PSTs' knowledge about pedagogical practices around the world embedded their current and future work in the classrooms within a broader global context and invited curiosity, empathy, and global consciousness. The course design, with intentionally embedded opportunities for reflective narratives, proved to have the potential to serve as a catalyst for helping PSTs to "understand their future careers and communities, while also preparing them to both contribute to and change them to be more diverse and inclusive" (Cole, 2017, p. 740). This experience showed us, as teacher educators, that the use of reflective narratives is instrumental to preparing PSTs to "effectively serve their students with the confidence to counter the monoglossic policies and practices that permeate the educational system at all levels" (Joseph & Evans, 2018, p. 53).

The project activities served as a catalyst for PSTs to begin to explore their own linguistic and cultural practices, biases, and dilemmas. Opportunities for reflection on their own experiences and the relationship of those to the interactions with guest speakers allowed PSTs to integrate many of the ideas essential for global meaning-making and culturally sustaining pedagogy. Most importantly, reflective narratives invited our PSTs to interrogate their own identities, beliefs, biases, and stances (Blake & Blake, 2012). Such "self-interrogation of one's own enculturation in a fashion that involves continual scrutinizing of interests and activities and of positionality, perspectives, and biases" (Tierney, 2018, p. 409) is an essential part of becoming a global meaning-maker. However, our findings show that PSTs' reading of self-ranged in complexity, depth, and applicability to teaching contexts. We argue that future explorations of critical reflection on self, as well as various international and local experiences, are essential to ensure that novice teachers adopt an asset-based pluralistic stance towards their future students and teaching.

Conclusion

As the number of students learning English as an additional language continues to grow, both pre- and in-service teachers must learn how to adapt their instruction to successfully integrate culturally and linguistically sustaining practices, informed by global meaning-making. Moving beyond prevailing triage techniques aimed at "remediating" or "catching up" language learners requires a fundamental shift in how we approach teacher education in the globalized multicultural world. Transforming deficit-based to asset-based orientations towards language learners demands careful attention to and intentionality in how education preparation courses draw on multilingual voices from around the world and what opportunities for reflection are afforded to novice teachers. To enrich PSTs' understanding of selves and their role as future educators, teacher educators have to take on the

responsibility of preparing not only effective instructional leaders, but also thoughtful global citizens.

This project was one of the first steps we took to intentionally provide PSTs with opportunities to learn about and reflect on various practices and knowledge relevant to supporting culturally and linguistically diverse learners in their future classroom (Lucas & Villegas, 2013; Lucas et al., 2008). As we continue to reflect on this project and its implications for our teacher preparation program, we realize the importance of harnessing the power of reflective narratives (Blake & Blake, 2012). Interwoven throughout the entire sequence of the coursework, reflective narratives served as a catalyst that brought together the global and the local, the self and the other for our PSTs – all in service of achieving the ideals of culturally sustaining pedagogy. As we move forward, we aspire to build on what we have learned and further expand this project. We believe that connecting our PSTs with PSTs from around the globe, providing virtual teaching opportunities with elementary-aged students from international contexts, and examining PSTs' narratives that occur naturally in classroom interactions could be powerful next steps.

Revisiting Dr. Anderson

As fall semester came to a close, Dr. Anderson said farewell to this group of preservice teachers. In January, they would begin their full-time student teaching experience with a mentor teacher from the region. Many would request a reference letter or send a thank you note. A few she might teach in master's level courses, but for the most part she wouldn't see them again. She reflected on the impact of their semester together and asked the usual questions: Did I give them enough?; How much content did they truly digest?; Can they find the job they desire and be happy and successful in their future career?; and (perhaps most importantly) Did my efforts to increase cultural competency bear fruit? Dr. Anderson witnessed the shifts her students had made through the process of reflective inquiry albeit tiny shifts in many cases. She believed that her desire and effort to support the transformation from deficit- to asset-based thinking showed promise. Dr. Anderson knew, however, that there was much more work to do, so she leaped into the next stage- reflecting, learning, brainstorming, and planning. She felt ready to continue this effort and to learn and grow with her students through each stage.

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Chapter 7
A Retrospective View of the Developmental Trajectory of English as a Discipline in China

Yizhong Ning

Abstract This chapter accomplishes three goals. It begins with an overview of the origins and early growth of English education in China. Following that, it presents a theoretical periodization of English as a discipline in Chinese higher education after the People's Republic of China was founded. Finally, it demonstrates and examines the issues that this field is experiencing, as well as possible solutions. The chapter holds that the English language arose as an officially significant language in nineteenth-century China due to the urgent needs of international affairs. It continues to evolve in response to changing needs in a variety of fields. The different developmental periods with their specific approaches demonstrate particular situations both in China and abroad. With the opening and reform policy in China, English as a discipline has witnessed rapid changes and progress while also facing great challenges. With the passing of time, the changes and challenges will continue. It is believed that understanding the discipline's history, development trajectory, and prospective future in China will help instructors and students get prepared for what and how to teach and learn.

I have been a teacher of English in China since 1978. During this lengthy career. I have played various roles, as a teacher, an administrator, an organizer of policy-making in my institution and its executor, a participant in some of the national policy-making regarding foreign language teaching and learning in the capacity of a member of the Guiding Committee for the English Language Teaching Attached to the National Guiding Committee for Foreign Language Teaching in China, and a standing member of the Committee of Foreign Literature Research, and a witness to the successive reforms in China's education in general, in the discipline of English in particular.

My chapter is a retrospective view of the developing trajectory of English as an independent discipline in the international context, for the world to see its past, present and possible future. But that is not all. The status quo and its direction of future development of English can be compare with those of other countries, either

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to gain something or to see their advantages. Further, China will continue to recruit teachers of English; an understanding of China's English programs will surely help them become better prepared for a possible teaching experience, in terms of China's policies governing the future development, student understanding or curriculum design. As such, it is necessary to trace the history of the establishment of English as a foreign language officially taught, and the zigzag path this discipline has undergone, so that we can see the changes and reforms along the way. This chapter contains (1) a very brief history of the establishment of English in China, which will tell how English teaching arose in China; (2) a periodization of the development in this language teaching, which will illustrate the uneven approach to English teaching from 1949 to the present; (3) problems and reflections. In line with the social need at various times, English as a discipline has seen many changes and reforms, which led to the advancement of the discipline, and nevertheless, unavoidable problems. This section will consider the problems that have occurred and the thoughts about the possible solutions, and (4) Efforts to find a way out and a short summary.

A Very Brief History of the Establishment of English as a Discipline in China

Historically speaking, China's foreign language teaching began in 1862 when China had its first school for translation, which was called Tongwenguan, to support foreign affairs needs of the then Qing Dynasty. Several languages were taught then, including English, Russian, German, French, and Japanese (Fu, 1986). It was at first a tertiary-system school, the compulsory courses for students were foreign languages and Chinese. In 1865, the school was upgraded to a four-year university, with many courses added. In 1901, the school joined the Jingshi Daxuetang (Fu, 1986). In 1912, the Jingshi Daxuetang changed its name to Peking University (Fu, 1986).

The 1911 Revolution in China toppled over the feudal society and the Nanjing Temporary Administration began. Next year, this Administration set up an educational system, which required the teaching of foreign languages in China's universities and the teaching of a few major foreign languages at middle and elementary schools as well (Fu, 1986: 24). In 1922, Shanghai University was jointly founded by the Kuomintang and Chinese Communist Party (CCPC), which had a Department of English (Fu, 1986: 48). In 1941, the University of Yan'an was built up by the CCPC, and it had a Department of Russian, which was coupled with the English Department in 1942. This university engendered the present Renmin University and Beijing Foreign Studies University (Fu, 1986).

The founding of the People's Republic of China marked not only the birth of a new State but also a new system of education influencing the teaching of English. However, education is something that cannot be cut off by the boundary of old and new states. It has its lingering influence on the subsequent system, and the new

system inevitably inherits the legacy. Looking back from 1949, we see a constellation of professors educated at universities before 1949, and they became the mainstay and pillar of foreign language education in China. Among the most well-known are Qian Zhongshu of the Chinese Academy of Social Sciences, Yang Zhouhan, Li Funing, Zhao Luorui of Peking University, Wang Zuoliang, Xu Guozhang of Beijing International Studies University, Chen Jia of Nanjing University, to name just a few. These great masters in the field of English in China received their college education from Xi'nan Lianda (the Southwest Associated University) in Kunming, Yunnan Province. To understand their rise to prominence, it is useful to look at the history of the university, which was established in 1937 amidst the war winds. It was a university of joint forces from Peking University, Tsinghua University and Nankai University. This unique university existed only for less than 10 years, but it turned out many talents who later became the backbone in China's development. The English Department was no exception, for the most prominent names of the English circle in the New China were former faculty members or students of this university. Here are some of the major courses offered to the students, which were later important references for curriculum designing.

For the first year, the English major students had Chinese, English, biology, economics, the History of the West, and logic, with 38 credits. For the second year, History of English, History of Chinese Literature, History of European Literatures, English Essays, English Poetry, a second foreign language, with 38 credits. For the third year, the English language, English Novels, Shakespearean Studies, Sociology, phonetics, second foreign language. For the last year, the English Language, Western Dramas, Masterpieces of Western Literatures (Homer, the Holly Bible) Optional Courses in Literature, Introduction to Philosophy, with 33 credits (Fu, 1986: 62). From the above, we can see that though the courses inherited the liberal arts tradition of the west in the course designing (for a majority of the professors then received their education in the west), the emphasis was on language and literature. These might account for the fact that some prestigious universities still keep the name of the department as the Department of the English Language and Literature (such is the case with Peking University and Nanjing University). It is also because many well-known scholars in the field of English are masters in literature as well as language, and not otherwise. Keeping this in mind, we can better understand why it is more difficult to produce outstanding scholars in literature in nowadays China, for the emphasis of this discipline is already changed. In this chapter, I will investigate how changes took place and how the present situation gradually took shape.

The Periodization of English Teaching Since 1949

The changes in China's English education did not take place in a day. Many changes have taken place in different periods of time. Scholars in education studies vary in the periodization of English teaching in China since 1949 when the PRC was founded. There are different opinions about periodization. Here are three major ones.

(a) Fu Ke's division is: (1) 1949–1956; (2) 1957–1966; (3) 1966–1976; (4) 1976–1984 (c)
(b) Dai Weidong divides it into 2 30-year periods: the first 30 years from 1949 to 1978, which is subdivided into 3 phases: 1949–1956; 1957–1966; 1967–1978; the second period is from the opening and reform to the year 2008, and this is again subdivided into 3 phases: late 1970's to early 1980s, mid-1980s to the1990s; late 1990s to 2008 (Dai, 2008).
(c) Wen Qiufang had her division as follows: the first is from 1949 to 1977, which she terms as the turbulent years; the second is from 1978 to 1999, as the restoration period; the third is from 2000 to 2011, as the period of fast development; and the last is from 2012 to 2019, as the deepened development (Wen, 2019).

These divisions each have their reasons. But I offer my consideration in conformity with the following factors: (1) taking into account the impact of the then situation in China and the world on the teaching of foreign languages; (2) the guiding ideas for the teaching at specific times; (3) the textbooks used; (4) the students' motivation for the studies. Keeping these in mind, I divide the teaching of English in China after 1949 into three periods: (1) 1949–1966. That is, from the founding of the People's Republic of China to the start of the Cultural Revolution; (2) 1966–1976. Namely, from the first year of the Cultural Revolution to the year when China's higher education returned to the normal trajectory. (3) 1977–2012. This is the fast-progressing period, beginning from China's opening-up and reform to the time before China's education, in general, witnessed the greatest and rapid changes. (4) 2013–2020. This is the period when China's English teaching faces radical challenges and changes. More detailed expositions are as follows:

The first period, spanning from 1949 to 1966, marks the beginning of teaching of foreign languages in a new social system and its initial development. A turning point is generally a point where the old is fading away but not completely deserted, the new emerges, but not strong enough yet: inheritance and renewal at the same time. As a new State, The Peoples Republic of China was facing difficulties from many quarters. It urgently needed supports from outside, but it did not have many friends from the world yet, for not many countries had established diplomatic relationships with it. As one of the countries of the socialist camp, it turned naturally to the help of the Soviet Union, the "big brother" of this camp.

Consequently, the emphasis was laid on the teaching of Russian. Many teachers who formerly taught English changed to the learning and teaching of Russian. Most of the students of foreign languages were those who were learning Russian. This situation was not changed until 1956 when the Chinese government issued a call to "advance science and technology". To learn advanced science and technology not only from Russia but also from western countries, China needed more students to learn English. Under such circumstances, English gained strength in terms of the number of faculty members, that of students, and necessary facilities. In April 1961, the Chinese government organized a meeting on the compilation of textbooks for humanities. During the meeting, Peking University, Beijing Normal University, Beijing Foreign Language Institute and Shanghai Foreign Language Institute met to

set up a proposal for the compilation of textbooks for English majors. It stipulated that the major courses for English were language and literature, like language theory, selected readings of English literature, history of English and English literature. This proposal exerted far-reaching influence on China's English education. There were no unified teaching textbooks or materials. Most schools appropriated textbooks revised from those used before 1949. Moreover, the teachers mainly adopted the grammar-translation approach. The result was that grammar was taught in great details, or even meticulously, but communicative efficiency was unfortunately neglected. Students were strong in the analysis of grammar and in translation, but poor in speaking and listening. Unlike the students today, they did not need job hunting before graduation. What they did need was to study well, for their jobs were to be offered by the unified consideration and arrangements of the government.

The publication of a set of textbooks compiled by Xu Guozhang (editor of the textbooks for freshmen and sophomores of the English major), Yu Dayin (editor of the textbook for juniors) and Xu Yanmou, Yang Xiaoshi (Editor of the textbook for seniors) was a significant event in 1963 and thereafter. These textbooks were to become the authoritative books that dominated the Chinese universities for around 40 years ever since their publication. An uncountable number of students in China were users of them. It put an end to such a situation when China had no unified textbooks for universities. The popularity of these books was due to the fact that it fit the then Chinese students' needs, and that the knowledge of English is systematically and comprehensively introduced, step by step. One of the things is, for example, that phonetics and grammar are well introduced from the freshmen level through the sophomore level to the junior level, followed by the introduction to rhetoric devices, with well-designed and sufficient exercises to make students at home with this knowledge. From the third year on, the texts are excerpts from original masterpieces of literature and culture. Interesting and informative, they are naturally very welcome to students and teachers.

Generally speaking, English teaching in this period witnessed a peaceful, stable situation. Everything went in its normal order. Students studied very hard and conscientiously, for the chance for receiving higher education was only for an elite few, quite different from the situation today. Teachers enjoyed their work and the harmonious atmosphere on campus. Universities turned out students year by year without stop. But there did exist unrest and a stop to teaching of English and all other languages as well. That happened as the Cultural Revolution broke in 1966. It was an unprecedented time when foreign language teaching, English included, suffered.

The second period: 1966–1976 is a time from the beginning of the Cultural Revolution to its end. During this time, some important events took place that had an impact on English education. From 1966, normal teaching at universities was actually stopped due to the Cultural Revolution. It was not until after 1970 that this was changed. After 1970, western countries like Italy, Canada, England, and Germany established foreign relationships with China. In the October of 1971, China's seat in the UN was restored. In February 1972, American President Nixon visited China, which paved the way for the establishment of foreign relationships between the two countries. All these triggered the increasing demand for workers

who were efficient in English. In such a situation, Beijing Language Institute began to enroll students of English in 1970, who were later called workers, peasants, and soldiers (WPS) students. Later on, more students were admitted to different universities. It was a tertiary system, the students were selected from those young people (around 18 years old) who were then working in the countryside, factories or the army. They were examined in Chinese, English, and Mathematics, but the papers were set not in a unified way but differently in different places. After entering the college, they were offered fundamental courses like listening, speaking, intensive reading, extensive reading, grammar, rhetoric, vocabulary, phonetics, translation, idiomatic usages, and the like. Compulsory courses also included Chinese, politics, and physical education. There was no unified use of textbooks; each university had its choice. Many had their mimeographed textbooks compiled by their faculty members.

Materials for the study had to be politically correct, of course. For example, in a literature course, such poets as Shelley, Byron, Shakespeare, Dickens, Mark Twain, Jack London, Robert Burns were taught. They were chosen because they were thought to be either positive romanticist like Byron and Shelley. Or, they sang praises for the working people such as Burns and Dickens. Or, they exposed the darkness of their society, such as Shakespeare. Fortunately, the students came to know the gems of the worlds' masterpieces. But some, whose content seemed pornographic, were forbidden. *Lady Chatterley's Lovers*, for example, was required not to be taught to students. This system of English education lasted till 1976, the last year when the university had its last batch of WPS students. After graduation, they were employed by departments of foreign affairs and schools of different levels. No doubt, these students met the urgent need for workers in foreign affairs and foreign language teaching. They served as the missing link in English education from 1966 to 1977 when China resumed national matriculation, and China's education was restored to its normal trajectory.

The third period: 1977–2000. 1977 was the year when China's education turned over a new leaf. Deng Xiaoping announced the holistic restoration of China's education system to the normal order. Consequently, China again enrolled college students through national matriculation, and the four-year system came back to practice, which was stopped during the second period, as we discussed above. It was a time that students' passion for study erupted like a volcano. The teachers too felt joyful with this "liberation of thoughts". Good textbooks for college students began to be used, one of which was compiled by Xu Guozhang. Other quality books appeared too to satisfy the long hunger for knowledge. Well-known textbooks used in English-speaking countries also came as a timely help. It was a spectacular scene to see students read books even when walking. The slogan for them at that time was "study hard for the rise of China", and people could see that they were sincere in saying that and thinking like that. Many agree that students from the year 1977 (including those students who entered college in 1975 and 1976 and were still studying at college) were the most conscientious in studies and most clearly motivated for their studies. This good situation was even bettered because in the next year, Deng Xiaoping proclaimed China's "opening up and reform", which led to the

rapid economic development and social progress in China. The economic booming stimulated prosperity of education. The 1980s saw the English language as a popular major, the major that numerous college candidates eagerly wanted to be admitted into, which resulted in the expansion of this major to a great degree. Nearly every school at the four-year level had an English Department to meet the great demand of students of English. What is more, a still higher level of education began to appear as a necessity. At the very beginning of the 1980s, the first MA program in English began, though at the onset, it was on an extremely small scale. In November 1981, the China State Council authorized the Ph.D. program in English in a minimal number of universities. Among them were Peking University, Beijing Language Institute (now Beijing International Studies University), Nanjing University, Sun Yat-Sen University, and China's Academy of Social Sciences. The enlargement of the scale and enhancement of the level of education indicated a flourishing of English education. This ushered in a more prosperous time to come.

The fourth period: 2001–2020. Joining the WTO in 2001 marked a new era for China. WTO seemed to be opening a door for China to enter the world, and made China more of a member of the global community. With it came frequent contacts with the world in areas of politics, trade, culture, military affairs etc. Another great event that changes the map of foreign language teaching is the "one belt, one road" proposal. Along with the new international circumstances came significant changes in foreign language teaching. One of them is that the dominant position of English among all foreign languages is challenged. Instead, people see the strong arrival of such languages like Arabic and Spanish, and the mushrooming of many "minor" languages which were not taught at Chinese universities. English is now ONE of the foreign languages, not the superpower among foreign languages. Another significant change occurred in syllabus designing. Before this time, language and literature were compulsory major courses. Now they have become periphery courses. Culture, geography, history, trade, foreign policy of the target languages have been added to the syllabus. The establishment or rise of new academic disciplines is another feature of the change. Commercial English, which was only part of the syllabus included in the discipline of English Language and Literature teaching, has now become an independent discipline, equally important as English in the academic catalogue.

Similarly, Country and Regional Studies has risen as another popular branch in Foreign Language Studies. The addition of new academic disciplines and the change of academic focus have led to the assertion that we should practice a "mode of compound talents raising". The students should be taught according to the idea that they should not be students of languages and literature. Rather, they have to have a minor, or one major plus another, in a 2 + 2 pattern. With all these reforms and changes, the long-established name of the Department of English is now changed into the Department of English Studies, by which people want to demonstrate the difference between the old institution and the new one.

Here are some important events that led to the significant changes mentioned above. In March 1992, the Ministry of Education issued a document on the Graduate Education and Academic Degree Conferment, which called for strengthening

Ph.D. education. Ever since then, PhD education has progressed very fast in terms of authorization of degree conferring institutions and doctoral supervisor selection. The Issuing of the National Criteria for Ensuring the Quality of Teaching and Learning in Foreign Language Disciplines in 2018 is another crucial thing. This document provides the criteria for the checking and assessment of foreign language teaching and learning.

In March 2000, China's Ministry of Education issued the Outline Governing the English Studies at Schools of Higher Learning, which says that the aim of English teaching is to foster talents with a solid language foundation and a wide range of knowledge in culture so that they can use their knowledge efficiently in working fields like foreign affairs, education, trading, culture, science and technology, research and management, and that students should have the ability to acquire new knowledge, to think independently, to innovate. These are still practiced as guiding ideas for foreign language teaching. In 2001, 2003, 2004, China's Ministry of Education issued a succession of documents, to strengthen the undergraduate education. They served as, as it were, a catalyst that brought out the birth of Commercial English and Translation Studies as second-tier disciplines and gave rise to the idea of "liberal education" in language teaching.

In September 2017, the Ministry of Education issued the notice which announced the names of schools to be built into the world's first-rate universities and first-rate disciplines. Six universities have their foreign language discipline included in the list for "building the world's first-rate discipline." The English discipline at these universities are without exception the strongest among all foreign languages, sending a message that the English major's strength is a landmark for a first-rate university. Undoubtedly, it is a positive impetus to the construction of the English major at universities.

The Fundamental Conditions for the Application for Degree-conferring Verification issued by the degree-conferring office of the State Council of China in 2017 officially stipulated five directions within the foreign language discipline. These academic directions are foreign literature, foreign linguistics and applied linguistics, translation studies, country and regional studies. This is an epoch-making decision, which demonstrates the cross-border nature of academic studies, a decision that goes beyond the former division which was made solely according to language categories, such as English, Japanese, Germany, while neglecting the innate universalities among all language teaching. This stipulation was further solidified by the National Criteria for Measuring the Quality of Teaching and Learning of the Disciplines of Foreign Language and Literature in January 2018. The Criteria states that the academic basis includes foreign languages, literature, country and regional studies, with obvious cross-discipline features. The convenient requirements for English learners are then English language, literature, and countries and regional studies of the English-speaking countries. Not long had it been published before it became the practice at various universities. With this, the border of English as a discipline is tremendously expanded. It is no longer like the English department in the old days.

The continuous reforming of the foreign language discipline is good in many senses. It helps the advancement of English as a second-tier discipline. The former English subject is much enriched, in its academic content. At the same time, with the introduction of many other disciplines into it, the reforms present themselves as a severe challenge or even a crisis to the former state of the English Teaching. It is no longer a major that puts emphasis on language and literature. Instead, it branches away into economics, management, politics, law, education studies, journalism, etc. And its "purity" already gives way to a hybrid of disciplines.

One of the side-effects of this integration is that language and literature are reduced to an insignificant tool in the process of inter-disciplinary talent cultivation. As such, not as much attention is paid to the strength of language skills or literature by which students learn to cultivate their capability of value judgment. Language skills and literature have been the strength of the English department, but this tradition seems to have been fading away. Since the emphasis is shifted, students have to concentrate more on subjects other than English itself. Thus, the fundamentals are weakened to certain degrees. A number of scholars in English education have pointed this out (c.f. Dai, 2008: 70.). Facing the changing situation, teachers and students of the English major feel perplexed. They ask themselves what the English major should do? How should they adapt themselves to the new circumstances? Furthermore, what is the correct way to follow?

Problems

In the past 20 years, China has made great efforts to push forward the construction of the discipline of Foreign Languages. One of the most critical and influential results of the efforts is the cultivation of cross-discipline talents. From the 1980s of the last century, some Chinese universities opened courses in the English Department such as journalism, commercial management, finance, law, Chinese for foreigners, business and trade, translation and interpretation. This is in line with the Outline decreed by the Ministry of Education for the English Discipline, which states that the English Discipline at higher learning is to educate students so that they'll be talents with solid foundation in the English language and a wide range of cultural knowledge, and that they can work efficiently with the knowledge in fields like foreign affairs, education, business and trade, culture, science and technology.

The Outline required that 4 types of courses be taught: (1) the skill courses, covering basic English and listening, speaking, reading, writing and translating; (2) courses of English Specialty, covering English language, literature and culture; and (3) courses of related disciplines, covering such disciplines as foreign affairs, business and trade, law, management, journalism, education, science and technology, culture. These "courses of related disciplines" are just the concrete content of the so-called cross-discipline education for English majors. This "multiplicity" turn aroused debate among scholars. They held that since the essence of English is language, literature and culture, the practice of cross-discipline education would

weaken English education as a discipline of humanities. It is maintained that the cutting down of courses of humanities and the addition of other courses exhibit a kind of utilitarianism. The general response to the reform is (1) the work of foreign language talent cultivation should not only consider the market demand, but also the ultimate aim of college education, that is, to turn out good people in the general sense, such as cultivating their integrated capacity, (2) cross-discipline education should not weaken humanity education, (3) English language and literature as a discipline is obliged to strengthen its own disciplinary position.

Efforts to Find the Way Out

The perplexities for the English discipline are twofold: on the one hand, it is a must to have reforms of the English discipline to make it more adaptive to the changed social needs; on the other hand, English as an independent discipline must stand by itself, must have its subjectivity to maintain it as an independent discipline. It cannot be an independent discipline when it is a mixture of many other disciplines "integrated". Here is a brief survey of the developmental line of the so- called cross-disciplinary integration in the English discipline. There have been two directions of development for the cross-disciplinary practice in the English department. The first direction ended in the fact that all newly-established secondary subjects under the English major, such as English and Business, English and Law became independent in the end, completely going away from the English department. English department, in this sense, serves only as an incubator. Once those secondary subjects become mature and strong enough, they will lose no time "declaring independence" and setting up a new independent institution. The students are no longer cross-disciplinary talents, but talents of other specialty, only with stronger proficiency in English. There is never "integration" of English and other subjects in the true sense. Forced marriages would result in divorce after all. The other direction is the still enthusiastic holding together of different subjects under English. However, the dilemma is that there are not enough qualified teachers who are experts both in English as a major and in other specialties and not enough teachers who can teach students all courses as an expert using the English language. The consequence is that students are neither good in English, nor good in other subjects. As a result, they are poor competitors when they go to the society after graduation. Given this state of affairs, it is difficult to assert that attempts at cross-disciplinary integration have been successful. What could be the possible way to solve the dilemma? At the road not taken, there are not a few explorers for the way out. They commonly hold that English major should keep the essentials of English. The basic skills, that is, listening, speaking, reading, writing and translation, which are required, and formerly emphasized, should still be emphasized. We cannot imagine a qualified student of English to be one who cannot use English efficiently. Here we can make a distinction between English majors and non-English majors. The latter can be pardoned if they do not speak or understand English well, so long as they can read,

write and translate to some degree. Nevertheless, English majors must do well in all these things. Not only should they be at home in these, they are expected to be well acquainted with the knowledge of humanities, as they should be. To learn to be a good and useful person is the ultimate aim of education. On the other hand, students have to go abreast with the times. To adapt themselves to the changed specific situation, both at home and abroad, to be a useful person in the world, they have to learn what is needed in the global context.

The English major, after all, belongs to the humanities. Therefore, it should adhere to the basic principles of the education of humanities, and abandon the short-sighted short market-based way of training the students to suit the need of the market. That is a short-sighted, and short-termed, makeshift model of education. A better approach for English development should consider both the current and long-term needs of the society, and take into account both the student's current job-hunting and his life-long career-planning. For this purpose, students must be strong in the basics of the English language and well acquainted with knowledge of culture of the target language countries. In curriculum designing, this means that we will always include the fundamental courses (basic English, listening, speaking, reading, writing and translation), and courses of English specialty (English language, literature and culture of the target country), which are the backbone courses of the English discipline. In the aspect of culture, courses like the history of England, America, Contemporary society and culture of the UK and US, Australia, New Zealand, Canada, etc., History of Western Culture, Western Civilization, Introduction to Western Philosophy, Brief History of the World, World Religions, the Bible and Western Culture, Comparisons of Chinese and Western Civilization, Media Studies, Gender Studies, Contemporary World Politics, History of Chinese Culture, Classic Readings of Chinese Civilization, History of Arts, Chinese and Western Philosophy, General Linguistics. These courses will open students' vision, foster their comprehensive capacity, and help pave the way for further development of their personality. They are considered to be essential to students of humanities. During the process of their education, measures have to be taken to make sure that students also learn to be innovative, critical in thinking, responsible to themselves and the society, know how to appreciate art and beauty, how to analyze and comment on literary works. Courses so designed are different from the so-called cross-disciplinary ones. And the purpose for the courses is to make the students strong in literature, history, philosophy, arts so that their ability to think, judge, and appreciate beauty can be enhanced.

While we say that humanistic education must be the core for the English discipline, we do not mean to oppose to the strategy of cultivating students with cross-disciplinary knowledge. Such talents are in urgent need in globalized times. However, the approach towards it should be reconsidered. The representative view is as follows, and it is worth quoting:

> Different from the idea that cross-disciplinary talents should be cultivated by the English department, we maintain that it is not the responsibility of the English Discipline to cultivate this kind of talents, nor is it their responsibility to shoulder the task principally and independently. Both the experience of education at prestigious universities and the logic of

the disciplinary set-up shows that a wise choice for the English program is to build up its discipline as first and foremost importance. The suggested approach to the expected type of talents is that, on the basis of the students' solid foundation required of the English majors and good knowledge in humanities, the school can provide a channel for the students to cross disciplines through optional courses, minors and double degree system. In this way, the English discipline can avoid being reduced to a training institution of the market world (Hu & Sun, 2006).

Chinese higher education not only thinks of the question of having breakthroughs in conducting education in the new international context but also has made specific experimental efforts. I would like to cite parts of curricula extracted from three universities, which are representatives of three types of universities: the comprehensive university, the normal university and the type of university that is specialized in foreign languages and cultures. When they are put together, we can have a glimpse of how each type of China's universities tries to maintain the uniqueness of the English discipline while enriching it by adding related courses to answer the new needs of the times.

This is part of the curriculum (revised in 2018) of the English Department, Peking University. This university is the earliest in China in establishing the English department. More importantly, it is the origin of China's English major. Being one of the four key English institutions officially recognized and entitled by China's Ministry of Education. It is rightfully regarded as the standard-bearer of China's foreign language teaching and learning.

The introduction to the curriculum designing says that the English department is featured by the most fundamental practical skills teaching, acquainting the students with the most meticulous exploration of this language. At the same time, it offers the teaching and research of the humanities of the Western civilization, to prepare students with multiple perspectives and insights to observe and participate in social life. Its guiding idea and actual practice in teaching is "the combination of skills and thoughts, and the integration of language and culture." Benefiting from the comprehensiveness of disciplines of the university, the English department aims to make students strong in fundamental skills and knowledge concerning the English language and culture, but talents with quality cultivation in humanities, and high adaptability to the society.

Based on the ideas above, their curriculum (part of it) exhibits the strength of the department embraced in the rich academic atmosphere. Besides core courses including basic language skills, linguistics, literature, it covers a wide range of optional courses (as many as more than 200). They are courses from such disciplines as (1) math, physics, chemistry; geology; (2) social sciences, such as economics, psychology, sociology, philosophy, history, archeology, law, education, Chinese language and literature, politics, ethics, logic; (3) arts, physical education. In addition, there are dozens of other foreign languages for the English majors. As is required, the students have to learn two more foreign languages in their undergraduate program.

The second type of universities, which are specialized in foreign language and culture teaching and learning, also expand their courses into other disciplines. For the purpose of education, their students are to be experts not only in language, but

also in culture of the target languages. Thus, such courses as contemporary world economics, international relationships, comparative politics, history of American economy, journalism, public opinions, studies of the Asian Pacific area are included.

The third type of universities refers to the normal universities, whose aim is to teach students to be qualified teachers at the middle school level. It is without doubt that these universities offer courses that have close relations with basic language skills and education science. Even so, their view of education is far renewed, much more advanced than it was before, as could be demonstrated by the following courses: gender and society, English film: Theory and Practice, business English, computer-aided translation, application of modern education technology, psychological counseling in schools, special issues of adolescent development psychology and strategies of English learning, multi-media courseware design. As a student graduated from a normal university, I have seen great improvements in courses offered, which broaden the students' vision, and could provide great potential for the students' careers.

As universities differ in scale, the purpose of education, specific requirements for students, and components of faculty members, courses for students naturally differ accordingly. One thing is common: while adhering to the core of English as an independent discipline, they all have considered the challenges and needs of the times, which can be summarized as follows:

All the three universities (representing three types of universities) stick to the fundamental courses as an English department should have. Though these courses may take different names and cover different ranges, they generally include such as speaking, listening, writing, translation and interpretation, phonetic courses, lexicology, grammar, basic readings of English, literary theory, literatures of all genres in the major English-speaking countries, Biblical studies, western civilization, linguistic courses, language theory, Chinese language and literature, philosophy. History of literature, and history of target countries. These courses, we believe, are fundamental to English majors. They both emphasize the importance of basic skills and the humanistic aspect of education. Basic skill teaching and learning is the foundation for students of English. This idea must be implemented by specific courses. But things cannot stop there. English teaching is after all a branch of humanistic discipline, and the ultimate aim is to educate people to be persons with good value judgment, and moral integrity. Because of this, other courses than the skill courses are also necessary, and should be indispensable in curricula.

All the three universities pay close attention to the overall development of the English majors by means of optional courses; These courses are mostly "cross-disciplinary". A good example is the long list of more than 200 optional courses covering other disciplines than English, like math, physics, chemistry, economics, archeology, law, etc. as practiced in the English Department of Peking University. The idea behind it might be that students may not pursue what they learn as students of a particular kind of discipline as their life-long career. They might find some other job options more to their hearts when they go to the society. The kind of knowledge they learned from the cross-disciplinary course might have paved the way for their wider choices of life in the future.

While all three universities have optional general courses for all students of humanities such as history, philosophy, arts, culture, different types of universities have their unique options suitable for the developmental orientation of their students. For example, students of a normal university have characteristic optional courses like teaching theories, psychology, educational practice, teaching methodology, the application of teaching facilities, testing, education policies and law to better prepare students to be qualified teachers. The curriculum for students from the International Studies University is more inclined to courses that have to do with foreign affairs, international relationships, foreign policy, society, and culture of target countries. Like the sample of the comprehensive university and normal university, it also attaches importance to fundamentals as English majors. However, in optional courses, it differs very much from the other two. It is understandable that though they belong to different types of universities, they have one thing in common, e.g., they are Departments of English. As such, they must have those characteristic courses. On the other hand, just because they are different universities with different educational aims and different students' careers (generally speaking different), they offer different cross-disciplinary courses to provide various room for development for their students. No matter what they do, they are trying to solve the problem of maintaining the unique value of the English Department while answering the call of the times by taking flexible and feasible measures.

We have to admit that higher education in China has undergone challenges in the process of development. At the onset, it was more straightforward, with language as the major task. But the world is developing very fast, especially when it entered the late twentieth century and the beginning of the twenty-first century. New scientific discoveries and invention of new technologies drive change at sometimes-dizzying speed. One step lagging behind would jeopardize the possibility of success for students. Education is both the locomotive of history and the pursuer of forever more advanced goals. It is always developing; thus, it always needs revision or reforms. This quick pace can sometimes cause anxiety, but also encourages fruitful reforms. Some scholars even hold that generally speaking, the discipline of English has lost its former attraction, and its strength for competition (Wang, 2016). The reason for the non-encouraging situation is the fact that students have to spend much time in basic skill training after they enter college. Basic skills are important, but they can never be all the matter. When students of other disciplines are learning knowledge of their own specialty and theory, the students of English are still practicing the fundamentals. That is the difference. To go abreast with students of other disciplines, the students of English must be carried to the front of research. They must go out of English language itself to see a broader view of learning. Wang maintains that the reforms so far done about the English discipline, which include the so-called multi-faceted talent cultivation approach, have more or less weakened English teaching and learning as a discipline. The way out for the English discipline then is to strengthen its connotation instead of unlimited extension (Wang, 2016). This view of the reforms might tell the fact that the results of the reforms so far are not satisfactory yet. We need more reforms for a better future of English, and the way

out is a long process of exploration. It might be like a long channel, with the light ahead, but the light is not yet attainable.

Through all the way, English as a college discipline has undergone setbacks, changes and reforms. The periodization shows different steps and different performances, witnessing its ups and downs with the time and tide. After China's opening and reform, English grew even more significant in many aspects, entering the fast-developing period. The development has double edges. On the one hand, it gave great impetus to its advancement and improvement, on the other hand, it gave rise to its metamorphosis. The old pattern of teaching and learning has met with great challenges as the world changes. English as a discipline has to adapt itself to the outside world, but at the same time, it has to maintain its own core as an independent discipline, the core that differentiates itself from other disciplines. Painstaking efforts have been made to answer the challenges, and have been very fruitful. Nevertheless, the wheel of the world is forever rolling on. Consequently, new challenges will appear, and reforms of this discipline are rightfully supposed to be always in progress.

Tracing the way, China's English teaching and learning has evolved, examining the difficulties it has faced, and considering the challenges and answering them will surely be thought-provoking. Its history will tell people how China's English has come to be as it is today, and history is always a present past, for there is no present without a past. Likewise, there is never a past without present. History is a mirror that reflects the past and tells people what is the right way to follow. For subsequent people, this chapter tells people in China and other countries as well that English teaching and learning is a very important part in China's higher education. Even when other languages are coming strong, English still takes the dominant position. The Chinese government attaches great importance to this discipline due to its importance in world affairs. Not to let it lag behind the global situation, China has made reforms in this discipline to suit the changes of the times in the scale of students' admission, textbook compiling, curriculum designing. As a result, the English discipline has greatly renewed, magnified and strengthened itself. However, its core must be maintained so that English Discipline is the English Discipline, and not otherwise. For people who are intended to be a teacher in the English department, this paper may prepare her (him) about what knowledge she (he) should have, or what dynamic way of teaching she (he) may adopt to make the learning more dynamic. By comparison and contrast with the teaching of English in her (his) native country, she (he) may also find what China's teaching lacks and must be facilitated so that new ideas, methods, textbooks, courses can be introduced. When they are considering the above things, they are kindly advised to remember that China's reforms in education are still on the way, and that the aim of reforms is to let students be educated in such a way as to make them honest, trustworthy, knowledgeable and valuable to the society.

It is hoped that the tracking of the development of English teaching in China is of referential value to the teachers or potential teachers and adolescent English learners. From the above, we find that all curricula, no matter they are designed by what type of university, attach great importance to fundamental education of

English, such as pronunciation and intonation, grammar, translation and interpretation, listening and speaking. A living language is one used by people for communication, and the meaning of the utterances is to be put across through correct pronunciation and intonation. It is known that the best time for language acquisition is before 3 years old, and the second crucial time is before puberty. Knowing the requirements of the universities about correct pronunciation and intonation, the adolescents are advised to learn English at an earlier age, so that she or he would acquire and build up correct pronunciation and intonation. This is very important for their future studies. The importance can be well exemplified by the fact that many students fail in the yearly national matriculation for the English major not because they cannot pass the written exam, but because they are still developing their spoken English, thus they are kept out of the door. Another fact they have to be aware of is that they have to pay attention to the study of grammar. It is true that the grammar-based approach to study English has been fiercely attacked. It is not without reason that it is attacked. In the past, this approach was used too much, to such a degree that the teaching of grammar was the focus, and the grammatical analysis of a text was the major thing in class. The consequence was that the students knew the rule of grammar, while their ability to listen and speak were ignored. Thus, they were made mute and deaf in communication with native speakers, and the use of language is unfortunately abused. This may support the idea that grammar is not essential. This argument can be reinforced by the fact that many native speakers may not know how to analyze sentences grammatically but speak perfect English. In saying that they forget that the native speakers are immersed in the English language environment, and they have built up a very strong sense of the language by which they can easily judge whether a sentence is right or wrong. For Chinese learners, they are not immersed in the language context, and the grammar, which are essential rules of the language, can help them master the language in the shortest possible time. We have no reason to decline the learning of grammar, though the teaching and learning of it can never be all that is taught and learned. Actually, the students have to continue their efforts in learning it after adolescent education, in order to strengthen their knowledge. Besides the basic skills, adolescents should consider paving the way for their future studies if they intend to be an English major. As is indicated in the different curricula designing, college students of English are not confined to knowledge of English only, they have to learn far more than the language itself. Courses like history, literature, philosophy, linguistics, theories of language and literature, psychology, aesthetics, and other courses of humanities are compulsory courses, even courses of sciences are offered for students interested in them. They are not required to learn these difficult things, but their interest should be developed at an earlier age. Charming picture books on these subjects could be made available to them to sow the seed. These things are not for future English learners only; many of them are for all students.

To sum up, this reflective narrative summarizing the development of English as a discipline mirror changes in times and the changes in education in China in particular. Knowing these helps people to understand the past and present of this discipline and its predictable future. Furthermore, this knowledge prepares potential

teachers to be qualified and more proficient in their teaching and hopefully serve as an orientation for adolescents and high school students if they wish to be English language students.

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Chapter 8
Reflections from the Margins: Learning and Teaching Among Culturally and Linguistically Diverse Learners

Stephen G. Mogge

Abstract The author reflects on his life and professional experience as a teacher educator for culturally and linguistically diverse (CLD) learners. He describes his life experiences as a white, middle-class male often associated with, but never fully immersed in and committed to, the mostly Latinx families and youth with whom he worked. Through teaching and scholarship, he has advocated for social, political, and educational rights for immigrant learners though without the expertise of fellow educators and scholars. Asked to lead a college of education effort for CLD education, he embarked on a 20-year journey to educate himself while learning from graduate-level students—practicing teachers—along the way. The chapter describes recent experience teaching these students during an era when anti-immigrant US policies and rhetoric escalated, threatening the well-being of families and children. The narrative captures teachers' sentiments and expressed commitments to the children and leads the author to reconsider the adequacy of course curricula in meeting the teachers' interests. The author resolves to alter the curriculum adding more attention to the nation's racist immigration history, social and racial justice in immigration and education policy, and heightened reflection on whiteness and teaching immigrant learners.

My Story

Only two boys were brave enough to catch a Rey Guttierez fastball. One was his childhood friend, Bobby Sanchez. Rey and Bobby were a dynamic duo, the two pitchers and catchers on my older brother's baseball team. Since Bobby did not show up for the game one Saturday morning, the team was in a bit of a quandary. Not one of the other teammates was willing to crouch behind the plate and play

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127

backstop to Rey's fastball. The second brave soul was Rey's younger brother, Hector, who had been catching Rey's fastballs throughout his childhood and, like me, was just there to watch the game. Officially, Hector was too young for the seventh and eighth grade team, but this was a Catholic school league—much less formal than others. Faced with a forfeiture and a wasted Saturday morning, the opposing team from Sacred Heart, assented to Hector stepping in to play catcher. After he parked his bicycle and walked on to the diamond to receive Rey's pre-game warm-up pitches, everyone quickly understood the fear that gripped Rey's teammates. For the next six innings, the Sacred Heart batters approached home plate with sensations ranging from cautious anxiety to outright terror. Rey was not a wild pitcher, but his fastball was faster than these 13- and 14-year-olds had likely ever seen up close. I don't recall if or how many batters reached base that game. But I do recall the teams lining up at the end for the ritual "good game" salutation and young Hector receiving hearty praise and congratulations from both teams.

Recollections of my first few years of schooling are a little hazy. However, with my family's move from a suburb of Cleveland, Ohio to San Dimas, California, east of Los Angeles, where I entered third grade at Holy Name of Mary Elementary School, I am able to begin marking and appreciating unfolding influences on my life more clearly. At that time, I entered a world in Southern California where many of my classmates were of Mexican heritage and spoke Spanish at home and sometimes with each other. Some of their families might have lived there for generations, before white settlement in the nineteenth and twentieth centuries. They shared a language I was previously unaware of and it worked for them—all those words and expressions held meaning and purpose—while completely bewildering me. I was in awe of this talent. Yet when visiting my friends' homes and being immersed in the Spanish language, I was often apprehensive, feeling like I didn't belong. While Southern California was more diverse than my previous home in Ohio, my family still lived in a mostly white neighborhood, whereas many of my school friends lived in La Verne, a community with more Mexican-American families.

During those Southern California years, I loved sports. I excelled in Little League Baseball and Pop Warner Football and took note of other athletes. I watched my old brother's friends and teammates, like Rey Guttierez and Bobby Sanchez, and strived to be as good. These were the cool kids I wanted to emulate. I also came into greater awareness of diversity, which to my 9-year-old self, meant that people spoke different languages and lived in different neighborhoods. The world was more interesting than I understood from the predominantly white Cleveland suburb where I spent my first 8 years. My Mexican-American friends and their families in Southern California possessed a heritage, culture and language—though I don't recall that language being part of our school curriculum—that set them apart from my world.

My family moved frequently. We left Southern California for Northern California, another Catholic school and more sports, but in a more predominantly white neighborhood despite its Spanish name, Los Altos. We left there for a white suburb of St. Louis, Missouri and still another outside of Chicago, Illinois. My father, a loyal and ambitious corporate executive, pursued transfers and new opportunities within his company. Having grown up relatively poor during the Great Depression of the

1930s, my parents aspired to and embraced suburban lifestyles in the United States. With respect to living in diverse communities, our stop in Southern California turned out to be an aberration. Our family was privileged to live where my parents chose to raise a family and to them, that was invariably in middle class, white suburbs. Still, owing in part to my early experiences with Mexican-American friends, I elected to take Spanish classes starting in junior high school and continued to do so through my undergraduate college years. Though embarrassed to admit that I've never become fully fluent in the language, having some Spanish in my life seemed to make sense. As I reflect on my marginal proficiency, I am aware that learning a second language for me has never been critical to my success in life and work, as it is for people moving to this country. It was not part of my early schooling even in a school where numerous classmates were bilingual. It is something I've maintained an interest in and have used occasionally to my advantage. During my undergraduate years, I coupled my language studies with an emerging interest in political science and participated in organizations like my university's Central American Solidarity Committee in which we advocated for reform of US policy toward El Salvador and Nicaragua. But that too was marginal. I believed in the effort but left it behind after graduation.

My first professional job was at the Jane Addams Center, part of the historic Hull House Association, in Chicago. There I began a career working for the next several years with Mexican-American, Puerto Rican, and African-American youth in community-based and city-wide employment and education efforts. Command of Spanish was seldom a vital component of this work, but I clung to my marginal language proficiency with pride for the potential opportunity and solidarity I felt it provided. Living in the city and working with youth during my twenties was, of course, formative and propelled me forward in my career pursuits. I came to appreciate that I was part of a long legacy of people like Jane Addams who worked with immigrant communities in the early part of the twentieth century. As a young professional, her book, *Twenty Years at Hull House* (1912)*,* offered inspiration. I subsequently learned of the decades-long roles that settlement houses across Chicago played in supporting successive immigrant groups to establish their membership in the thriving city. More than a dozen years after moving to Chicago, I started teaching English for Speakers of Other Languages (ESOL) to a group of intermediate to advanced level English Language Learners (ELL) at Erie Neighborhood House, a then 135-year old settlement house on the near northwest side of the city.

As a doctoral student at the University of Illinois at Chicago (UIC) focusing on adult literacy education, I found myself gravitating to fellow graduate students in Project FLAME (Family Literacy, Aprendiendo, Mejorando y Educando—Learning, Bettering, Educating), a UIC-sponsored family literacy service and research program designed to promote bilingual literacy and advocacy among Latinx parents and children (Mulhern et al., 1994). My graduate school colleagues were fully bilingual and deeply embedded in the lives of Latinx families they served and who were part of their research. I envied their talents and pursuits.

At that time, I also joined a group of colleagues in a study group focusing on the publication, *Race Traitor: A Journal of the New Abolitionism.* The journal and an

accompanying book by Ignatiev and Garvey (1996) conveyed the motto: "Treason to whiteness is loyalty to humanity." The Race Traitor mission moved beyond some of the early literature I had read on whiteness studies (e.g., McIntosh, 1998) and aimed to directly challenge white people to disavow their race and forgo its privileges. Ignatiev and Garvey (1996) provide the following description of the work:

> Working from the premise that the white race has been socially constructed, *Race Traitor* is a call for the disruption of white conformity and the formation of a New Abolitionism to dissolve it. In a time when white supremacist thinking seems to be gaining momentum, *Race Traitor* brings together voices ranging from tenured university professors to skinheads and prison inmates to discuss the "white question" in America. Through popular culture, current events, history and personal life stories, the essays analyze the forces that hold the white race together—and those that promise to tear it apart. When a critical mass of people come together who, though they look white, have ceased to act white, the white race will undergo fission and former whites will be able to take part in building a new human community.

After a few months of critical, introspective study, our study group—all white people—decided it was time to disband and for each of us to pursue our own course of action in helping to build community. As noted above, I took a position at Erie Neighborhood House where I spent 2 years conducting a teacher research project with adult immigrants, mostly Latinx (Mexican, Guatemalan, Honduran, Peruvian, Brazilian) as well as a few Haitians, Polish, and Japanese students. These adult students were intermediate to advanced English Language Learners (ELL), most of whom were politically active in confronting anti-immigrant federal, state, and city policies of the era and advocating for greater opportunities and empowerment in the local community. My role was to teach English language literacy, guided by critical literacy perspectives and progressive, holistic pedagogy that could inform and support the students' activist ambitions (see Mogge, 2008). Erie Neighborhood House was led by talented Latinx women and men who were not shy about their political advocacy on behalf of the local community. In fact, their many community and social justice agendas enhanced the organization's reputation and contributed to its ongoing success. Teaching at Erie under such inspired leadership satisfied my personal mission to contribute while engaging in critical and self-reflective research, but it was also a place where I might suppress my whiteness—though I don't contend that is fully possible nor a distinction that I achieved—while obtaining at least temporary membership in the community organization. After 2 years, with my research completed, I stepped away.

Throughout much of my life, I have hovered on the margins of Latinx culture, Spanish language, and immigrant communities. In tracing the pathway from one experience to the next, I better appreciate the motivations and influences for the choices I've made. I have frequently occupied a place on the perimeter looking in at the lives of culturally and linguistically diverse children and families with interest and longing to contribute—though without cultural membership. I admired my brother's Mexican-American baseball teammates as my local heroes. I was sure to learn and maintain some Spanish, though never proficiently enough for it to make a real difference. I sought out political engagements in college and community

participation in my early professional career. I reached a point in which I was more comfortable playing a supporting role to others. Becoming more aware of my white, male privilege, I have looked to others to assert leadership while I contributed. Part of that privilege has meant that even while supporting broader social justice agendas, I could always step away into other comfort zones. I could spend ample time at my in-laws' forested land in Appalachia where I also learned to deeply appreciate local culture—though again without membership. I've lived my personal and professional life with one foot in and one foot out of various cultural milieu. That's the privilege of my whiteness. I admired my graduate school Project FLAME colleagues who were able to immerse themselves in Latinx cultures in Chicago. But I have never been a bilingual education or ESOL expert, nor a leading scholar on multicultural education. To be sure, I've embraced these as essential dimensions of my intellectual and professional pursuits. Still, it was quite a surprise when, after completing my doctorate in 2001 (focused on my work at Erie Neighborhood House), I landed at a university in the mid-Atlantic state of Maryland where my colleagues looked to me to create new coursework for English Language Learners. I was fully aware that I lacked the credentials, as well as the cultural and linguistic qualifications, but as I inquired further I found that local school systems were even less prepared to meet the needs of these students.

Culturally and Linguistically Diverse, Second Language Learning in Maryland

At the turn of the last century (in the early 1900s), Baltimore, Maryland was the second largest port of entry for European immigrants on the eastern seaboard of the United States. Upon arrival in Baltimore, they set about doing what immigrants have always done, establishing unique but familiar stories of their immersion and enculturation in the United States. They settled in different communities, launched entrepreneurial adventures, secured their families' well-being, added their voices and cultures to the social fabric, and pursued new opportunities and better lives for offspring. By the end of the century, for the most part, successive generations of once European immigrants, attained status and a secure place in white America, and assimilated. By 2000, new immigrants to the Baltimore region comprised a very small percentage of the population. Significant settlement was taking place elsewhere in the nation. However, over the next two decades, immigration to Maryland would significantly increase once again with the numbers of English Language Learners (ELLs) in public schools nearly tripling (NCES, 2018).

Although once a city and region of immigrants, many Maryland school systems were unprepared for the increase of second language learners in its schools. By 2010, immigrants to Maryland represented 58% of the state's population increase and a dramatic expansion of second language learners in its schools (Commission to Study the Impact of Immigration, 2012). The state's increase mirrored the nation's

growth in English language learners (ELLs), comprised of immigrants from south of our border and refugees from around the world (Valdez & Callahan, 2011). Maryland school systems, seemingly caught off guard, adopted a perennial stance of playing catch up in meeting the needs of immigrant, second language learners while consistently remaining behind in providing qualified professionals and appropriate curriculum and instruction. With few exceptions, institutions of higher education in the state were likewise culpable of not providing prepared teachers for schools, a shortcoming identified across the nation (Valdez & Callahan, 2011) allowing for what Pettit refers to as a "poverty of language learning" (2011, p. 123) in the country.

Though not a graduate of a program in Cultural and Linguistic Diversity, TESOL, Bilingual Education, or Applied Linguistics, when I arrived in Maryland in 2002, my new colleagues looked to me for leadership in the college's preparation of teachers for English language learners. Querying my M.Ed. Reading Education students in the early 2000s, I realized that the vast majority had no prior preparation and precious little experience with culturally and linguistically diverse, second language learners or CLD/L2 learners. (Henceforth I will use the acronym CLD/L2 in order to identify both the fact of students' diversities and the schools' missions to teach them a second language—typically English). Some professed complete ignorance while others related stories of one or two CLD/L2 kids in their careers, often describing their paralysis toward the silent but dutiful child in the classroom who often departed once per week for some unspecified services from an ESOL specialist assigned to numerous schools. Eventually, the teachers reported, these kids seemed to catch on in schools' English-only environments. They moved to the next grade and seemed to be doing OK. The teachers shared perspectives generally favorable to English-only instruction and the need for children to let go of heritage languages because, among other reasons, maintaining that language might confuse them. As they were unfamiliar with methods for facilitating the use of a child's first language while acquiring and learning a new language, it was understandable that these teachers assumed English-only immersion environments to be standard and best practices. It was common to hear teachers express support for school policies that discouraged use of any language other than English. Linking second language learning to culturally responsive instruction seemed to make sense to the teachers but particular strategies and methods for doing so, along with outreach to families, seemed far removed from their teaching repertoires.

Despite being underqualified, I set about creating a comprehensive, foundations course as an introduction to many issues and topics for our graduate students/practicing teachers. Fortunately, over the past 18 years, our College of Education has brought in several new outstanding faculty members with appropriate degrees and experience in CLD/L2 education (like the editors of this book), and we have established new courses and certificate programs at the undergraduate and graduate levels. While still not enough, the expansion of our programs has mirrored the rapid increase in CLD/L2 learners and the provision of services in regional schools over the past 10 years. This has also allowed me to redesign and give greater focus to the introductory, foundations course described in this chapter.

Sharing Teachers' Experiences and Stories

Graduate Coursework and Students

The remainder of this chapter focuses on public school teachers from a regional school system enrolled in my M.Ed. Reading Education program, which included three courses selected by the school system to focus on CLD/L2 learning. The courses were chosen to address the needs of the system's significantly increasing CLD/L2 population and to align with its expanding efforts. This chapter focuses on the first 4 weeks of my foundations course titled, "Social, Cultural and Curricular Contexts for Second Language Learning." The course includes an introduction to Funds of Knowledge, Bilingual Education, Two-way Immersion, Sheltered English Instruction, and Collaborations with CLD/L2 specialists. This chapter, however, concentrates on the first four topics covered: (1) Case Studies of CLD/L2 learners, early childhood through adult, (2) Immigration History, National and Regional Demographics, (3) Social and Cultural Contexts, (4) Political and Economic Contexts. For this analysis, particular attention focuses on teachers' personal narratives and reflections on these topics for curriculum and instruction. There were 38 female teachers, mostly white (23 in a spring 2019 course, 15 in a summer 2019 course). More than 80% were Pre-K through eighth-grade teachers; the remainder taught at the high school level. Fewer than ten, whom I refer to as Novice Teachers, had little or no experience with CLD/L2 students. Between 20 and 25, referred to as Developing Teachers, possessed a moderate level of experience (having taught between 5 and 20 CLD/L2 students in their careers). Fewer than five teachers, referred to as Experienced Teachers, had more familiarity working with (more than 20 CLD/L2 students in their careers) CLD/L2 learners.

When invited to contribute a chapter to this book I decided to focus on this group of teachers because their experience and attitudes represent a change from most of the teachers I had previously taught. With increasing numbers of CLD/L2 students in their schools, the number of Developing and Experienced Teachers in this group was higher and their insights were more reflective of academic literature regarding desirable mainstream teachers' beliefs and perspectives identified by Pettit (2011):

- Basing instruction on a set of cultural, ideological and personal beliefs;
- Developing a set of perceptions, judgments and purposes based on acquired beliefs;
- Developing relationships with the students affecting their behavior and achievement;
- Accepting responsibility, possessing high expectations for students;
- Being aware of the time required for full academic language development;
- Encouraging native language use at home and in classrooms

Moreover, these teachers had been teaching during the Donald Trump presidency, amidst the public ostracism toward immigrants, and many shared the impacts of anti-immigrant policies and public rhetoric on their immigrant students and

families. The stories shared by these teachers resonated with those from my work with adult immigrants 20 years earlier. As the teachers' stories were aligning with mine, I've also realized the limits of the course. In retrospect, I recognize a need for the course to encompass a greater social and racial justice agenda. The students were and are ready for it. As a white professor, guiding predominantly white teachers in regional school systems that will continue to serve more immigrant and CLD/L2 students in coming years, I also appreciate the need for and the teacher's readiness for more introspective reflection on our whiteness.

Data: Graduate Student Discussion Forum Postings

The information presented here comes from teachers' online discussion forum postings following assigned readings, videos, and other curriculum artifacts. The course was organized through the Blackboard platform with discussions occurring in Padlet forums. For each topic, teachers were given at least four discussion prompts to choose from and posted at least twice for each topic with the expectation to integrate course materials and teaching experiences into their responses to instructor prompts and to each other. More than 275 postings across the four topics were analyzed using NVIVO 12 qualitative software. After reading through all of the postings, an initial list of topics and potential themes was used to establish the first level of coding. Additional codes and sub-codes emerged during the ongoing analysis. For codes with more than 25 references (discussion posts), a second and then third round of reading and sub-coding for each was conducted. Final themes that are presented in this chapter draw from initial and secondary codes, such as "Language Use" and sub-coded themes like "English-Only," "Multilingualism" and "Use of Heritage Languages." With significant overlap across codes (e.g., "Teacher Commitment" was a first level code but also a sub-code of "Politics," "Immigration" and "Culturally Responsive Practices"), further analysis was conducted to identify thematic connections across codes and topics of the course. Moving from one weekly topic to the next, students' cumulative understanding and perspectives evolved while continuing to integrate new and existing themes across the weekly discussions.

Teacher Stories and Reflections

My life-long story of hovering on the margins of the Latinx culture, Spanish language, and immigrant communities has continued through my role as a teacher educator. Though further removed from immigrant and CLD/L2 learners in school settings, I am now closer to the experiences of teachers, like those presented in this chapter, who are charting their own careers and sharing their stories as teachers of CLD/L2 learners. While in my personal story, I recount instances of stepping in

and out of commitments—of exercising my privilege—the teachers in this chapter are far more likely to sustain their commitments to CLD/L2 children throughout their careers. In this chapter, we learn about their early experiences among immigrant families and CLD/L2 students, and how the teachers come to understand children's languages, cultures, and aspirations. We draw on our professional, contextual, and personal knowledge, as shared in reflective narratives, in developing our professional stances (Blake & Blake, 2012). Through teachers' personal reflections and analysis, we are privy to unfolding consciousness of their teaching lives. In their stories, we see character formation, mounting problems, and emerging themes. As such, they are part of my teacher research narrative here, but the resolutions and endings are theirs to forge as they move forward in their careers with the immigrant and CLD/L2 children who will inhabit their lives for decades to come.

Below, I present a trajectory of themes moving from teacher's experience and preparation for working with CLD/L2 learners, to their evolving perspectives on language learning and cultural responsiveness, and finally, to their commitments to immigrant, CLD/L2 children during a time when those children are threatened in our country.

Teacher Experience and Preparation

Range of Experiences   With the increased settlement of immigrant CLD/L2 learners in different communities of the school system, the teachers reported a range of experiences. One of the Novice Teachers reported, "Unfortunately, I have very little experience," while another added, "If I did have a student who came as ELL, I would have no idea how to help them before taking this course." Most of these teachers expressed positive, if somewhat conventional sentiments, like: "I do not have any students who speak a different language in my classroom or even my school but I think that would be so fun and exciting if somehow those students who do could showcase their country of origin to other students." The Developing Teachers (again, the majority) claimed that since the school system had been devoting more support and resources, they were feeling a little more secure, as one teacher expressed: "Luckily, at my school we have an amazingly helpful and friendly ESOL teacher who helped me to make a daily learning schedule." Our initial coursework focusing on case studies and general principles regarding CLD/L2 learning also contributed to their understanding, as described here: "Some [case study] students seem to pick up English very quickly and others struggle. Now I realize there are many factors that contribute to this, including literacy ability in their native language, amount of time spent in the country, and personal feelings about assimilating to a new culture."

The Experienced Teachers (20 or more CLD/L2 learners over a few years) were more aware of CLD/L2 learning dynamics. Many discussed the heritage languages

of the children and their families—most of the recently arriving students spoke Spanish at home—and some teachers had come to embrace and incorporate the heritage language in the classroom:

> The Reading Specialist and the ESOL teacher are constantly encouraging parents to continue reading and speaking in their native languages. When I first started teaching, I remember being surprised by this but only because I was naive. Before this class, I've been fortunate to have firsthand experiences that have taught me the importance of continuing literacy in their native language.

Still other teachers had been considering more opportunities for linking language and culturally responsive instruction. "Sometimes, I pride myself that I have incorporated Spanish and my students' cultures into the classroom through classroom labels, multicultural texts, turn and talks in Spanish, etc.," one wrote. "However, other times, I feel I am not doing enough to support my Latino students."

Teacher Preparation It is generally accepted that teaching CLD/L2 learners requires a level of preparation and expertise beyond regular classroom instruction. Teachers must be able to understand CLD/L2 learners' bilingualism, multiculturalism, the relationship between these, and be able to mediate across the curriculum, social, cultural, and policy contexts (de Jong et al., 2013). Though aware of demographic changes and projections, states and school systems are often underprepared with respect to resource allocation and professional development (Faltis, 2007). Given the range of experiences identified by the teachers and the fact that few, if any, had any coursework preparing them for work with CLD/L2 learners, seen as essential by some scholars (Lucas & Villegas, 2013), the majority identified the need for ongoing professional development. Some identified the increasing population of CLD/L2 learners in the state and their school system as justification enough for more formal preparation. Still more reflected on their initial and ongoing experiences and declared the need for individual teachers to educate themselves and for individual schools to dedicate more attention. One teacher wrote: "Our role is to learn about the whole child and provide them with certain needs so they have equal opportunities compared to everyone else in the classroom." She continued, "I also think it is the teacher's role to continue their education… and be open to applying new learning to benefit certain students, whether documented or undocumented." Some faulted the school system for failing to appreciate the demographic changes and adequately prepare teachers across the system. A few appreciated that it was the school system that selected the three CLD/L2 courses to be part of their M.Ed. program and were grateful, as one wrote: "I am so glad that our program incorporates these courses because the information is incredibly valuable."

As school systems catch up to the increasing numbers of CLD/L2 learners, there is often a significant gap between standards, policies and the classroom practices in schools (Samson & Collins, 2012). That gap can be addressed through professional development—which most of the teachers favored. Table 8.1 below highlights the many topics that teachers identified for ongoing professional development to support their CLD/L2 learners.

Table 8.1 Topics identified for ongoing professional development

General second language development	The range of immigration experiences
Programs, resources and service available in the school system	Understanding immigrant family backgrounds
Modifying and differentiating curriculum	Methods for learning about immigrant family backgrounds
Use of heritage language in the classroom	Impact of immigration policies on families and children
Spanish for classroom teaching	
Other languages for classroom teaching	Effects of parent deportation on children
Culturally responsive practices	Effects of immigration policies as part of system's focus on children with trauma
Understanding the "whole child" (beyond L2 needs)	

Perspectives on Language Learning

A common theme emerging in discussions during our first 4 weeks was teachers' perspectives regarding first and second language learning. As discussed, the course content was entirely new to a small number of the teachers, as one explained: "I feel very ignorant of many of the topics we are learning. I had only heard of encouraging a child to speak English." Launching the course with case study explorations of multiple types of CLD/L2 learners, from pre-school through adult, was eye opening for many. Teachers' responses included: "this was so interesting for me," "I was intrigued," "I found it quite impressive," "it was quite fascinating" and "so, so interesting." Many puzzled through the cases of bilingual learners trying to unravel the mysteries of learning and development in two languages. Remarking on a case study of a pre-school child being raised in a bilingual household, one wrote: "I think it makes so much sense," while another looked more closely at the child's literacy development: "I could not believe that the patterns in reading were true for both languages." Still others jumped right in offering recommendations for supporting the case study students' language and literacy learning, sometimes even challenging the authors' interpretations. One of the most common takeaways for the teachers was their embrace of bilingualism, as one noted: "The case study was so interesting and made me wish I grew up bilingually."

Multilingualism Most of the teachers embraced the common sense idea that communication in more than one language is beneficial. Multilingual individuals and societies, they expressed generally, are more agile and respectful of other cultures. "In an ideal world," one of them wrote, "the benefits of speaking multiple languages would be more obvious both to families and teachers, which would begin a slow reshaping of society's expectations." Another teacher declared that by "acknowledging and incorporating home languages at school, the rest of society will follow suit." Alongside these lofty ambitions, the teachers drew from our readings and other sources to identify numerous benefits and advantages for bilingual students, including: cognitive flexibility, divergent thinking, problem-solving, higher-order thinking, workforce and professional opportunities, and academic achievement. Of course, some CLD/L2 students take longer to acquire and learn a second language and many others do not excel beyond their peers, but a few teachers singled out

CLD/L2 students who had attained proficiency across two languages, commenting on their opportunities and achievements. One explained: "I am so jealous of my students that are multilingual at such a young age, that I truly hope they can stay that way to make them more successful throughout their lives."

From course materials and their early exposures to CLD/L2 students in a system that recently began promoting the use of heritage language even in ESOL-focused environments, these teachers echoed common critiques of English-only programming and curriculum. Most notably, they identified diminished communication with parents and family members as children embraced English, often feeling reluctant to use their heritage language. One teacher described her experience with a Russian student:

> I was stunned when her father told me during parent-teacher conferences that they had only been living in the Unites States for a little over a year. This student is one of my highest readers and writers, but I also learned during her parent teacher conference that she shows very little desire to learn or speak Russian at home anymore.

Another teacher described a situation in which a mother explained that her son, the teacher's student, now speaks with his brother more than the mother because she cannot speak English. The teacher lamented, "During the school year, this saddened me and I wasn't sure what to do to support their relationship." Still another teacher realized how language is intertwined with social and cultural identity formation and that estrangement might happen regardless of language programming: "I always thought that bilingual speakers were so cool because they could speak two languages. Prior to this program, however, I never dived deeper to think about how difficult it might be for children who are with monolingual parents." Along with these concerns, many teachers argued that English-dominant curriculum could lead to a loss of confidence, connection, and culture for CLD/L2 learners. Some questioned the testing policies driving English dominant curriculum, complaining that attainment of proficiency was required too early in children's linguistic development and was discouraging for all.

Later in our course, we would study Bilingual Education, Two-Way Immersion, and other derivative models of Dual Language Education more formally and continue examining overlapping dimensions of language and culture. After learning about these models, many proposed their adoption even for schools with very few CLD/L2 learners. They were also encouraged by school systems' recent implementation of elementary school Spanish instruction for all students—especially native English speakers—in a large percentage of the schools. Our course materials revealed how much of the world outside of the United States was multilingual and many teachers had at least heard of bilingual education in other school systems and states. They seemed ready to push a multilingual agenda beyond what they experienced in their schools. One teacher commented: "If asked before, I would have said it was most important for immigrants to learn English. This is surely not the case. Providing bilingual education for this significant and growing population should be the topic of discussion among school leaders."

Use of Heritage Language at Home and in Classrooms   While the teachers may have longed for more fully bilingual program models, ESOL education was still the policy in their schools. Most of the Developing and Experienced Teachers advocated for encouraging heritage language use at home and in mainstream classrooms, hoping to carve out space for the heritage language beyond short-term, transition support (Yturriago & Garcia, 2010) while learning English. Once again, the positive disposition toward this practice appeared to be informed by recent school system policies as well as our course material. But it was also significantly reinforced through teachers' experiences in classrooms. The Developing and Experienced Teachers expressed strong support for the practice. They advocated for a variety of methods to support heritage language use in the homes. Some encouraged parents to continue speaking their heritage language and to read children's literature in their heritage language as well. This was surprising to some parents who expressed the belief that their children's success in the United States would require singular dedication to learning English. Many of the teachers also voiced support for school-wide practices that included the heritage language of children in the school, including multilingual intercom announcements, multilingual parent newsletters, multilingual posters and bulletin boards. The school system, it appeared, was poised to support individual schools with these efforts.

Many teachers were simultaneously encouraging heritage language use in their classrooms within the context of the English-dominant curriculum. One teacher commented on a student:

> I know she still speaks Spanish at home, but I fear that she is trying so hard to be like her peers that she does not wish to speak Spanish at school. However, now that we have a new Spanish-speaking student, she is very happy to use her language to help him in school. I often hear them saying, "this is how I say it in my country…."

Table 8.2 below captures many of the benefits teachers identified regarding the use of heritage language in the classroom. The benefits could accrue to the CLD/L2 learners and their English-speaking peers alike, as one teacher expressed:

Table 8.2   Use of heritage languages in the classroom

Benefits	Practices
Makes CLD/L2 children feel welcome	Multilingual calendar and other public displays in classroom
Sends message that immigrant cultures are valued	
Informs peers that multilingualism is valued	Multilingual literature in classroom library
CLD/L2 children assert leadership among peers	Buddy interpreters for new CLD/L2 students
CLD/L2 children take pride in culture and language	CLD/L2 serving as translators between new students and the teacher
Helps in understanding the "whole child"	
Provides insight for teacher regarding CLD/L2 child's educational history and learning potential	Turn and talk in heritage language with peers
Understanding L1 literacy guides teacher in L2 literacy instruction	Support from heritage language para-educators with content learning and language development
L1 assessment helps distinguish language learning from learning disability issues	Multilingual take-home information/literature

> To see the smile on the faces of the ELL kids when they get to be the "leader" and help their friends learn their language is priceless! I feel that it is important to honor the culture and language of the ELL students as well as to expand my native English speakers to help expand their world view and have appreciation for people from other cultures.

An initial introduction to principles and practices in our course included an emphasis on understanding heritage language orality and literacy use as important considerations when planning English language instruction. As Table 8.2 highlights, many teachers had embraced that idea and worked to move beyond deficit-oriented perspectives. "We also have to remember that we cannot fully recognize their strengths and areas of need-based only on their English abilities," on teacher explained. The added insights gained from appreciating the "whole child," a term used by many teachers, was important in creating classroom environments that supported relationships between CLD/L2 learners and their English-speaking peers. But it also provided specific information to teachers in their ongoing instruction, as one teacher described: "I have a student from Honduras that only speaks Spanish. I found a book written in Spanish and she read it to me with great fluency. With math, she is able to pick up concepts quicker. I know she is frustrated in reading but I know there is great potential in her ability to read in Spanish." Coupled with her graduate literacy studies, this teacher was fortifying her initial understanding of how literacy skills, strategies, practices and dispositions developed in one language are available for use in another language. Cognitive and linguistic elasticity supported the Honduran child's math and reading development in English. At this point in their coursework, these ideas were germinating, manifesting themselves in different guises, largely shaped by the teachers' exposures to CLD/L2 children in their professional lives. Considering the whole child was a value that guided many of the teachers and included language and culture as a show of respect, as one teacher explained: "…. allowing children to preserve their language and culture means that they are respected as people. The fact that learning one language supports another language is a bonus, but human dignity ought to be the primary concern."

Culturally Responsive Practices

A lot of times, when we get a new EL student or start with them at the beginning of the year, we just group them into "our ESOL kids." However, each child will have different academic, cultural, home life, immigration experience, etc. (Teacher, 2019). Lopez et al. (2013) contend that respect, tolerance and intercultural understanding are integrally connected to rigorous programs for CLD/L2 students. Faltis argues for a "pro-immigrant, English plus counter script" (2007) to the media and political rhetoric that influences schooling. Culturally responsive curriculum and instruction have been integrated into teacher preparation programs and many school systems' professional development agendas for the last few decades. But, as the teacher quoted above suggests, when working with CLD/L2 learners, we need to look more closely at the particular issues and features of different immigrant

communities and families. In response to course readings, some teachers expressed interest in stories of different kinds of immigrant experiences. Some explained the need to understand immigrant categories: refugees, temporary visitors, visas, residency versus citizenship, transnationalism. Others stressed the need to understand the undocumented status of some immigrants and families. There was widespread agreement on continuing heritage language for family and cultural pride and the psychological well-being and ongoing positive identity formation of children. Generally, the teachers expressed a strong desire to learn more about immigrant families in order to fortify home-school bonds and guide children's instruction. They were intrigued with Latinx perspectives on the roles of teachers providing academic instruction in schools while parents provided moral and values-laden education (also known as *educacion*, see Valdes, 1996). A few teachers independently investigated "funds of knowledge" (Gonzalez et al., 2005) practices and shared their findings in the discussion forums. The teachers longed to create welcoming environments for parents and families in the schools. A teacher from one of the school system's regional ESOL centers captured the insights, experience, and spirit that many hoped for:

> The majority of my class and school are ESOL students. I know these children. I know their brothers and sisters, their mothers and fathers, and sometimes their extended family, too. I know how hard their parents work and most of them show up to each and every conference because they love their children and want to encourage them to grow in their learning and want to be involved. It is important that we value each and every student and set the tone that everyone is welcome in school.

The teachers held mixed perspectives regarding the congruity of culturally responsive practice with standardized policy and curriculum. One teacher complained: "While my school attempts to be inclusive and plans activities that focus around students' diverse cultures, the [school system] curriculum could hardly be described as culturally responsive." Some identified inherent and sometimes irreconcilable conflict with teaching mandated curriculum while trying to customize instruction for particular children. Others seemed to suggest that standards and mandates hovered as an omnipresent cloud casting its shadow, but on the ground, schools should push creatively and forcefully to create responsive and welcoming environments. The teachers overwhelmingly declared themselves and their schools responsible for culturally responsive practices. Table 8.3 identifies numerous suggestions identified during our first few weeks.

In discussion of culturally responsive practices, one of the teachers shared her perspective:

> All teachers need to be on board and it starts from leadership. After a mindset of acceptance, love and inclusion has been set, it is important for school leadership to focus on the physical environment. In my school there are signs posted for students and families as well as resources readily available. I think this is extremely helpful and important, as it shows respect and responsiveness.

Again, culturally responsive practices have been promoted and valued in schooling for decades. With such age-old ideas, it is sometimes important to remind

Table 8.3 Culturally Responsive (CR) practices identified by teachers

CR leadership in schools	CR leadership in classrooms
Provide multilingual parent letters, announcements, and signage	Think and be creative beyond ESOL status designations
Sponsor multicultural diversity celebrations	Build multicultural/multilingual classroom libraries
Commit to more CLD/L2 resources	
Advocate for multilingual staff and ESOL specialists	Expand on multicultural/multilingual classroom libraries
Provide translations services	Differentiate homework assignments
Permit flexibility in curriculum design	Use multilingual labeling in classrooms
Provide school-wide professional development regarding immigration experiences and culturally responsive family-focused practices	Explore culture creatively, historically and through the lenses of children's experience, fostering interpersonal relationships
Provide more funds for multicultural/multilingual libraries	Provide safe and comfortable environments for exploration and honoring of differences

ourselves why a simple practice like multilingual signage is important. For the teacher above, "acceptance, love, and inclusion" provided an ethical foundation that called for demonstrations of "respect and responsiveness" with children and families. One more driving force embraced by the teachers seemed to be relationship building with children and families. One teacher issued an old adage: "Teachers need to establish relationships with their students before they can teach them." Another expounded on this proposition:

> All the materials assigned for this week discussed the importance of building relationships with these students and families. School leadership should focus on building these relationships. When families feel that they are respected, they will build trust. This trust will help families become more involved in building the bridge between school and home, especially for immigrant families. School leaders must lead the way. They can do so by shifting the mindset, setting a welcoming environment, and working with families, all to build relationships that will help move students forward.

Throughout our discussions, the teachers often echoed the idea that establishing trusting relationships with children is a prerequisite to teaching them and that school leadership should play a role in creating and sustaining the conditions for relationship building to begin. Far from just a methodological strategy, it seemed that forging relationships with children and families was personally and professionally nourishing for the teachers. One asserted that demonstrations of "sincere respect" promoted trust. Another suggested that being "friendly, honest and passionate" helped to sustain trusting relationships with children and parents—which they reciprocated. As much as we attend to language and literacy achievement and to the promise of success in life through educational opportunities, teachers are also motivated by caring relationships. One of the more extensive discussions of culturally responsive practices revolved around the creation of multicultural/multilingual classroom libraries. Many of the teachers professed the need to expand them generally. Some expounded on the value of culturally diverse and representative literature with attention to different genres. Still, others discussed the need to know their students well, to establish a caring and trusting relationship with children, to invest

in their interests and be perceptive of their emotional swings through young life, so that something as ordinary as a teacher's recommendation for a new book would be greeted by the student appreciatively.

Teachers' Commitment

I remember my first year of teaching, right when there was talk of there being ICE raids all over. I had multiple students that came to school terrified. Terrified that their parents weren't going to be there when they got home. Terrified that they would watch their parents get arrested. Terrified that they would have to go back to an unsafe place. It was awful. Students should be in a place where they feel safe and loved and school was the only place that some of those kids had. They knew that nothing bad would happen to them when they were in the classroom. Teachers and other school staff should be something consistent in all of the children's lives, reminding them that things are going to be okay even if they aren't sure.

Rodriguez and McCorkle (2019) suggest that too little is known about teachers' awareness of the impact of federal and state immigration policies on the lives of undocumented children. Nevertheless, they call for greater sociopolitical consciousness among teachers. It is not often the case that political contexts so directly inform and shape the lives of teachers, classrooms, and children. When I conducted teacher research with adult immigrants for my doctoral work in the late 1990s, President Bill Clinton's and Speaker of the House Newt Gingrich's harmful immigration reform policies were omnipresent in the lives of my adult immigrant students and, therefore, I incorporated them into the curriculum and instruction which I designed. Twenty years later, the immigration policies of the Trump administration, especially the threat and reality of deportation, did in fact, find its way into the consciousness of the teachers, my graduate students. In my career as a teacher educator, I have found that teachers, generally, prefer to avoid politics. "I have always been private with my political views, I hate conflict and politics always seems to get people upset," was a sentiment expressed by one teacher but shared by many in our class. But, the same teacher continued: "More and more, however, I've felt like it is my responsibility to speak up." Another shared: "I realized that this non-education policy has everything to do with education. We may have students who have had their parents, relatives, or loved ones taken away from them." Some felt "torn" about taking a political stance; others claimed it was their "duty to stay informed" and "dig a little deeper." Many of the teachers embraced court rulings and polices, presented in course readings, that secure the right to education for immigrant children while shielding schools and teachers from having to cooperate with immigration authorities. I included a Frontline video (Immigration Battle, 2015) from the Obama administration that presented the near achievement, but eventual collapse, of bipartisan immigration reform, President Obama's escalating deportation policy, as well as his Deferred Action for Childhood Arrivals (DACA) executive policy. I also instructed the teachers to comb different periodicals for more recent immigration

news. Many reported this to be the first time they looked closely at immigration issues. One shared, "I am more informed now than I have ever been regarding immigration policies and practices." A few embraced the investigation, one reporting that the topic and readings were "at the intersection of everything I'm passionate about: social justice, public policy, history and education." The exposure to the materials and contemplation of immigration policies troubled some but excited others, as this teacher declared:

> "What we do as teachers is political. Nothing is truly "neutral." As things have gotten more partisan it's even more important that school employees keep our focus on what's best for our students. Caring about every student IS a political act".

The most pressing concern for the teachers was the impact of deportation policies on their students. Several shared recent accounts of immigrant families' experiences and the impact on children. A few of these are included here:

> After the most recent election, I had many of my fist graders bring up their concerns about the future of their family members. I always made sure to respond in a way that acknowledged their fears, the importance of treating others with kindness, and reminded them that my job is to keep them safe while in school. My heart always breaks for my kids who are part of first-generation immigrant families knowing that what they are enduring is unfair.
>
> There was a student in my school with undocumented parents. The student's dad was deported and it really tore the student apart. It is heartbreaking that families are being broken up because it is severely impacting the child (who in this case was a US citizen) and causing him to fall behind in the classroom because of the emotional trauma of his dad being deported.
>
> When Trump became President, I remember several of my fourth-grade EL students crying and fearing that they would have to leave the country. One student told me her father was deported because he had been arrested. These experiences and trauma shape them.

Many teachers referred to these stories as heartbreaking and to the children as victims. Several lamented the plight of children brought to the United States only to then face abandonment. There was common agreement that school policies should be proactive in securing the safety and psychological well-being of the children. As discussed, I had taught this course and included similar readings and videos for years, but this was the first time that so many teachers contributed so many stories of immigration policies, deportations, and the fear inflicted on children. Their concerns echoed the call from Gonzalez et al. (2013) for more attention to mental and emotional health problems among children of undocumented parents. This was also the first time that so many teachers so openly reflected on their personal and political perspectives and declared their forthright commitment to the children. They were united in their sentiments and quite clear:

- "Children are children. Documented or not, it is our responsibility to do right by them."
- "These are OUR kids!"
- "Doctors take an oath not to harm. Teachers do the same, but silently in the back of the classroom with 26 little faces to teach and care for."
- "I have agreed to teach (and enjoy it!). There are no limitations to that."

- "It is not optional to educate children within our borders. It is the law!"
- "I couldn't imagine my school leadership or any teacher at my school not providing an education to a student because their family came to this country illegally."

It is projected that more and more CLD/L2 students will be entering the school system in the coming years. Meanwhile, with border walls under construction, children locked in cages and deportations rising during the Trump administration, resolution of national immigration issues is far from certain even with new national leadership of Joe Biden. Schools and teachers will need to continue asking important questions and reasserting their commitment to the children, as one teacher posted:

> I now think about my students and their home lives. How can I support my student's mental health? How can I support my children who live in fear of deportation? How can I support that child who watched his or her mother or father taken away from their home? With all of the families being torn apart, Hispanics and people of other ethnic groups are being treated inferior and inhumane. It is within my power to uplift my students, giving them support, and encouraging them to continue to be proud of their heritage, which supports their self-esteem. Schools also have the power to support the mental health of children in dealing with trauma. These thoughts are only the beginning of my journey in becoming aware of immigration and its effect on my students.

Safety, duty, love, responsibility, protection, best interests, belonging, caring and advocacy were all terms commonly used in our discussion of immigrant families and children. Allexsaht-Snider et al. (2013) suggest that teachers have "significant power to influence the tone of how immigrants are perceived in their classroom and schools, and by extension, their broader communities" (2013, p. 207). I suspect that under the shelter of our classroom and in our closed discussion forums, the teachers were more willing, open, and mutually supportive in sharing their emerging convictions. Within this secure realm, they could explore and rehearse, and then possibly raise their voices in schools and assert their grounded and well-informed positions in public spheres, as described by this teacher:

> An argument I consistently make when discussing this topic with others is that, when you know these children individually and get to know their story, your view changes. The debate is no longer a headline you see on the news, but a person you really care about. I think it is very important that schools take a role in defending these children as they are the ones who personally know these students. They see a face and a story, instead of a name and a number.

Discussion

"They see a face and a story, instead of a name and a number." When studying to be a literacy scholar and teacher educator in graduate school 25–30 years ago, I came across the philosopher, Emanuel Levinas (1995) and his discussion of the "face." In the face of the Other, in the presence of the Other, in the awareness of the Other, Levinas explains, we enter into a relationship and are committed to that person; we are ethically compelled to act in their best interests. On behalf of CLD/L2 children,

the teachers repeatedly expressed their commitments with respect to their own preparation, the use of language and literacy, the well-being of families, and the rights of these children to be among us in striving to realize their dreams.

In graduate school, I read Nel Noddings' (1984) case for a feminist perspective toward curriculum and teaching that established caring as a foundation. Noddings contended that teachers and students enter into reciprocal relationships in which they take turns caring for and being cared for, nurturing the lives of one another. From that relationship, we move forward with instruction. Paulo Friere (1970) and other critical and post-critical scholars, whose work I consumed in graduate school, helped me to better understand conditions and relationships of oppression, the role of critical action and reflection, and the role of curriculum and instruction in raising consciousness and challenging injustice. Freire's motivation included hope for a world with greater humanity and freedom, a world with a greater capacity for love. More recently, Passos-DeNicola et al. (2017) call for work with immigrant children to be informed by "carino-conscientizado"—critically conscious and authentic care—as we reconceptualize what it means to belong in our schools. Allexsaht-Snider et al. (2013) challenge us to be creative and courageous in our work with immigrant, multilingual and multicultural families and children.

With respect to the Pettit's (2011) essential dispositions required of mainstream teachers of CLD/L2 learners identified earlier, I feel confident that the course met teachers' and their students' interests. They still had much more to learn about language, literacy, culture, society and the intersections of all of these in teaching. But their foundation was strong. They repeatedly expressed their caring for children, for their psychological well-being, physical safety, and successful participation in school and society. They were asserting plans to create classrooms and schools where *carino conscientizado* would inform their work. They had come to acknowledge the politically contentious context of schooling for CLD/L2 children and many committed themselves to raising their voices in schools (and maybe elsewhere) motivated implicitly and sometimes explicitly with hopes for greater humanity and capacity for love. Beyond this, however, the course and my teaching fell short.

After cultivating caring and critical perspectives on behalf of CLD/L2 learners, I left the teachers on their own. Many appeared motivated to become advocates and take action in their schools and communities. Instead, my course shifted to conventional topics like theories and principles of second language learning, bilingual education, sheltered instruction, etc. In recent semesters, I have come to realize that a new generation of teachers, including the mostly white teachers who attend my graduate education program courses, have identified the pursuit of a more socially and racially just society to be part of their calling. While *carino conscientizado* offers a firm foundation for learning and doing more, in the future, I will expand the curriculum and highlight opportunities for advocacy. Specifically, we will:

- Examine the racist history of US immigration policies, from the Chinese exclusion policies, to the Braceros program, to locking children in cages on the southern border.
- Examine regional immigration-related school policies and practices through critical lenses.

- Include anti-racist, pro-immigration curriculum and instruction.
- Identify opportunities for advocacy related to: (1) school policy and practice, (2) social and political activism, (3) local refugee and immigrant rights and support organizations.

In 2019 when the teachers participated in this course, they shared stories of immigrant and CLD/L2 children's and families' fears and anxieties, and the support teachers could provide. We were well aware of children separated from parents and locked in cages at our southern border and declared it to be intolerable. In 2020, as I worked though drafts of this chapter the pursuit of a more just society has been catalyzed by the Black Lives Matter movement. Participating in this movement, young adult generations appear to be declaring their intolerance for the status quo and insisting on a more enlightened multicultural future with greater equity for all. In 2021, we have witnessed an insurrection at the US Capitol building led by white nationalists waving Confederate flags.

While multiculturalism continues to be an important goal, Croom (2020) calls on us to work toward a post-white future. This future includes the demotion of "White standing," not unlike the race traitor agenda, I embraced decades ago. Moreover, it aims for a "rejection of post-racial notions" and instead advocates for "non-hierarchical racialization" and a "post-white sociopolitical norm" (Croom, 2020, p. 535). I take the call for a post-white normative future to be, in part, one in which whiteness and white ways of being cease to set the standard for others to attain. The implications of this agenda for immigrants to this country striving to become "American" are profound. It challenges what it means to be "American;" who they look like; what they are supposed to sound like. The implications for language policy and practice are likewise significant. With the English language and whiteness so inextricably connected in the US, will the dominance of English-focused curriculum policies continue to prevail over bilingual or two-way immersion programming?

The teachers described in this chapter already embrace the preservation and safeguarding of heritage languages and are clearly in support of bilingualism. I suspect that a new generation of teachers, including many of the white women who will continue to comprise a majority of the teaching force in our schools, may be ready to work toward a multilingual, post-white, multicultural future. I will need to step up my game as well. Earlier in my career, I was motivated by the race traitor motto, "Treason to whiteness is loyalty to humanity." As described, I endeavored to suppress at least some of my white privilege and work on behalf of others, at least for a time. Twenty-five years later, we repeatedly hear the clarion call from our non-white colleagues and fellow citizens—of this planet—for white people to challenge other white people regarding privilege and social justice. It is not enough just to suppress whiteness and make a contribution. With my remaining years as a professor of teacher education, I will have to educate myself and my students. In the course described in this chapter, we will also need to address what it means for white teachers to be forging careers in which immigrant and CLD/L2 children will be part of their lives. We will continue our explorations of language and culture but will also

be carving out more space for issues of caring, racism, social justice, advocacy and whiteness in the curriculum.

During a semester teaching the course, just before submitting the final draft of this chapter, my graduate students/practicing teachers have indeed elevated their voices. In the midst of the Black Lives Matter movement, some have declared that the "courageous conversations" their school system is promoting regarding racism in America, should be expanded to immigrant rights and the opportunities of CLD/L2 children and families. The course now has an ongoing theme focused on advocacy, both within and outside of schools. The teachers have been responding with enthusiasm identifying strategies and collaborations for their involvement.

During troubled times, Lopez et al. remind us that today's immigrants, like all those who came before, will be settling down, establishing their roots, and "in a few years, they will no longer be "new' immigrants but long-term residents, citizens, neighbors, and friends" (2013, p. 279). Their teachers will play an important role in opening doors, stepping aside, and making way for these future neighbors and citizens.

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Conclusion

Patricia Rice Doran and Huili Hong

Throughout this book, varied authors have explored the meaning and nuances of narrative inquiry, particularly as it can be deployed in teacher education, professional learning and reflection. As we reflect on the ways that teachers and students construct and deploy narratives, particularly as they relate to the unique circumstances of adolescent learners, it seems fitting to offer some reflections on what insights these chapters have inspired and how we might draw on this knowledge to further contextualize and enrich our work with students in the future.

These reflections, first of all, serve to remind us of the richness and the multifaceted nature of narrative inquiry and, indeed, narrative itself. Telling a story remains one of the most powerful ways that humans can communicate, from early childhood on. As Dostoevsky once put it, "How could you live and have no story to tell?" Even throughout childhood and adolescence, children discover their own identities in part through telling stories: creating their own narratives and determining the part they wish to play. As adults, we continue to foreground our places in our own narratives, thinking about how we relate to others and the world around us. Narrative is not the only way of knowing, experiencing or learning about the world, and in educational settings in particular, we of course rely on other sources of information about students, schools and curricula in addition to narrative. But taking time to focus on narrative—to hear others' stories, or to reflect on our own, and to think about how those stories came to be—can allow us to gain new perspectives and ultimately, because of those changed perspectives, serve our students better.

In these collected chapters, we see that narrative can take many forms and serve multiple purposes. We see ways that narrative can be utilized to help share teachers' perceptions and stories, increasing general awareness of the work they do. We see

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ways that narrative can facilitate reflection on who they are and how they interact with students. Last, we see ways that taking the time to create a narrative can provide new and powerful avenues for self-expression—for both teachers and students alike.

We see, also, that narrative can play a particularly powerful role in contextualizing and describing students' transition to maturity and eventual adulthood. Adolescence is typically a time of rapid change, development and self-discovery. For multilingual learners, such experiences may overlap with processes of acculturation, language learning, and finding their place in a new community. Narrative offers one powerful way to help students themselves, and their teachers, synthesize the exciting but sometimes contradictory emotions and responses they may experience.

The chapters in this book, as described in the introduction, were selected and ordered intentionally, providing an organized if topical illustration of the varying ways that reflective narrative can be useful. In the initial chapters, we heard from teachers working with students who were migrant or refugee learners, encompassing a global view and illustrating the benefit of using narrative-driven approaches to ensure educators themselves can begin to appreciate their students' diverse stories. Our chapters on the use of narrative in teacher preparation programs further highlight ways that such awareness can be developed within teacher preparation programs, before educators formally begin their careers. The use of narrative in these contexts both helps students appreciate others' stories and reflect thoughtfully and critically on their own. We then moved to examining the uses of reflective narrative by inservice teachers in authentic school contexts, and we ended with perspectives on the use of reflective narrative by personnel in leadership roles of various types (researcher or school leader).

As we reach the end of this collection, and we reflect on the complexity of narrative, it is also useful to think about how we can use this information in our future endeavors. As our authors have demonstrated, narrative can serve multiple purposes, many uniquely powerful in school and educational settings. How, then, should we, as teachers, and teacher educators, use this renewed appreciation of the complexity and power of narrative?

First of all, we see in these chapters that narrative can be an effective pedagogical tool. When we provide space for students to tell their own stories, we build their capabilities for communication, including reading, narrative writing, reflective writing, and conversation. Further, we provide them valuable room for self-reflection and synthesis—important elements in any classroom. Space for reflective growth is essential in both the P-12 setting and the postsecondary one; students can foreground their own learning more effectively by building these skills and making time for reflection, metacognition and narrative inquiry.

In this vein, narratives also open spaces for powerful self-analysis and growth. The act of writing narratives often forces us to slow down, to think in a different way, to reflect on things that might have escaped our attention otherwise. This is true for students and teachers alike—taking time to conceive and tell a story helps us to create space for new possibilities. Narrative inquiry, and reflection, also allow

us to track our own growth and others' over time. In creating and sharing stories, we create and share a record of our own journey: where we have been, how we have changed, and where we hope to end up.

Additionally, narrative inquiry and reflection allow us to appreciate complexity in ourselves and others. Stories present complex characters and situations; the teachers chronicled in some of these chapters, and the students they serve, are complex and sometimes contradictory. In creating and telling our stories, in appreciating others' stories, we find it within ourselves to hold sometimes-contradictory truths in opposition. Preservice teachers described in these chapters, for example, share their desire to be culturally responsive alongside their worries about their own identities as white upper-middle-class women. Narrative is one vehicle through which participants unpack and appreciate the tensions and challenges inherent in that position.

This appreciation for complexity is particularly valuable in the unusual era in which this book is published, at the beginning of the 2020s. Teachers prepared in our current environment will begin their careers grappling with unprecedented changes in the educational landscape, including the widespread adoption of remote teaching and learning, the move to virtual learning resources and environments, and increased possibilities for communication across continents and time zones. These changes alone are significant in their implications for students learning English or any language. For example, remote learning presents particular challenges for students who are language learners and depend on cultural context and nonverbal or paraverbal communication; early evidence, at the time of this writing, suggests remote learning has been particularly problematic for students who are already on the margins of our educational system. At the same time, as we reflect on preparing students for an interactive, dynamic and global world, remote and virtual modalities hold extraordinary potential. Teachers now have the tools and infrastructure to form strong relationships with family members in distant countries, or to provide continuity of education to students who spend time in refugee settlements. With a little imagination and policy flexibility, educators might be able to offer continuity and collaborative planning for students who move between states or even countries. At a minimum, teachers can use technology to build and sustain relationships in ways that, prior to Spring 2020, had not been widely imagined.

This unique period in history has also reminded many of the corresponding responsibilities accompanying some of these exciting possibilities. The events of 2020, in the United States and across the world, have highlighted that many students still feel they are not fully served—or even seen—by the educational system. It is not enough to focus on high-quality instruction in a vacuum; schools must also be attentive to diversities of backgrounds and cultures, support and outreach to families, and access to technology. Reflective narrative can be helpful here too, helping educators to identify our own predispositions and biases, find constructive ways to deepen and extend practices that work, and evaluate our own responses so that we can continue to meet the needs of all students.

Last, and related to the imperative of the early twenty-first century, the use of narrative allows us to reimagine teacher preparation. Our field—like the entire field of education—is increasingly data-driven. Yet the work teachers do inside the

classroom often comes down to individual students and their stories. Ask any teacher which they remember most: test scores or the look on a student's face when she first learns to read. Often, we connect with students not through their testing data or math scores (important as those are) but through their stories: hearing how they came to this country or community; hearing the role their families have played in their education; being present as they make new connections with friends and educators. As we consider, we realize that moments, and stories capturing those moments, have a crucial role to play in the learning process. How, then, can we structure teacher preparation so as to make space for those important stories and moments? How can we ensure preservice and inservice teachers learn the fundamental concepts and data analysis skills they need while also having time to reflect in order to deepen their own understanding? And how can we ensure that our preservice and inservice teachers are best prepared to support their learners during times of transition or vulnerability, such as adolescence? How can we help teachers reconceptualize the potential challenges of young adulthood, cultural difference and language learning so that they are able to see their students' assets and potential above all, finding meaningful ways to appreciate and build on their strengths through the learning process?

The solutions we develop may involve increased reliance on technology, so that students can capture, share, and reflect on their stories. We might also find new and creative ways to incorporate reflection and journaling into class, or the use of storytelling prompts as a means to cue student reflection and interaction. We might also provide opportunities for real-time verbal recounting, description and reflection. As part of these efforts, it is also critical to make our classrooms (whether virtual or physical) safe spaces for students and educators to explore their own growth. Reflecting on learning often involves reflecting on our own stumbles as well as successes. Telling stories about our own journeys may require us to confront moments of weakness or outright failure as well as moments of triumph. In this process, it is essential to provide an environment where students know their questioning and honesty will be rewarded, rather than being met with criticism or second-guessing. Establishing a welcoming and nurturing classroom climate, providing credit for reflection and growth, and establishing norms for peer review or critique can all play a role in establishing such a climate.

As we end this series of reflections on the role of narrative, we find that we have come full circle in our own stories as well—hopefully enriched by the ideas shared here. We began this journey as readers, perhaps secure in our own roles as teacher educators, teachers, students or researchers. Through appreciating stories and perspectives shared in these chapters, we have gained an appreciation of different experiences and positions and stood in others' shoes. As we move forward from this experience as readers, may we retain the awareness of others' experiences and perspectives and, in fact, find new and innovative ways to incorporate that awareness into our own practice.