

5-1-2017

De-colonizing Language Needs: A Critical Ethnographic Study of Former and Current Teachers' Language Dispositions and How Taking a Multicultural Education Course Mediates Those Dispositions

Ravijot Singh
University of Nevada, Las Vegas

Follow this and additional works at: <https://digitalscholarship.unlv.edu/thesesdissertations>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Language Description and Documentation Commons](#), and the [Other Languages, Societies, and Cultures Commons](#)

Repository Citation

Singh, Ravijot, "De-colonizing Language Needs: A Critical Ethnographic Study of Former and Current Teachers' Language Dispositions and How Taking a Multicultural Education Course Mediates Those Dispositions" (2017). *UNLV Theses, Dissertations, Professional Papers, and Capstones*. 3034.
<http://dx.doi.org/10.34917/10986148>

This Dissertation is protected by copyright and/or related rights. It has been brought to you by Digital Scholarship@UNLV with permission from the rights-holder(s). You are free to use this Dissertation in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

This Dissertation has been accepted for inclusion in UNLV Theses, Dissertations, Professional Papers, and Capstones by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact digitalscholarship@unlv.edu.

DE-COLONIZING LANGUAGE NEEDS: A CRITICAL ETHNOGRAPHIC STUDY OF
FORMER AND CURRENT TEACHERS' LANGUAGE DISPOSITIONS AND HOW
TAKING A MULTICULTURAL EDUCATION COURSE MEDIATES THOSE
DISPOSITIONS

By

Ravijot Singh

Bachelor of Arts – English Honors
Punjab School Education Board
2002

Master of Arts – English
Panjab University
2004

A dissertation submitted in partial fulfillment
of the requirements for the

Doctor of Philosophy – Curriculum & Instruction

Department of Teaching and Learning
College of Education
The Graduate College

University of Nevada, Las Vegas
May 2017



Dissertation Approval

The Graduate College
The University of Nevada, Las Vegas

April 6, 2017

This dissertation prepared by

Ravijot Singh

entitled

De-colonizing Language Needs: A Critical Ethnographic Study of Former and Current Teachers' Language Dispositions and How Taking a Multicultural Education Course Mediates Those Dispositions

is approved in partial fulfillment of the requirements for the degree of

Doctor of Philosophy – Curriculum & Instruction
Department of Teaching and Learning

Christine Clark, Ed.D.
Examination Committee Chair

Kathryn Hausbeck Korgan, Ph.D.
Graduate College Interim Dean

Marilyn McKinney, Ph.D.
Examination Committee Member

Denise Davila, Ph.D.
Examination Committee Member

Margarita Huerta, Ph.D.
Graduate College Faculty Representative

ABSTRACT

De-colonizing Language Needs: A Critical Ethnographic study of Former and Current Teacher's
Language Dispositions and How Taking a Multicultural Education Course Mediates Those
Dispositions

By

Ravijot Singh

Dr. Christine Clark, Examination Committee Chair
Professor of Teaching and Learning
University of Nevada, Las Vegas

The purpose of this critical ethnographic research was to examine how taking a Multicultural Education course mediated teachers' language dispositions. Particularly, this study examined how language and culture have a profound connection that is largely unrecognized in the American education system, and how lack of respect for the home language of students by their teachers leads to negative attitudes towards the children and impedes students' academic progress.

This study used a theoretical and conceptual framework that incorporate intersectionality (Crenshaw, 1991) as its research paradigm to understand the interaction and overlapping roles of language and culture in society, and how neoliberal economic trends manipulate this connection and negatively impact language practices in education. There is not one theory of intersectionality; hence, this research also utilized the vectors of neoliberal education policy and practice with respect to No Child Left Behind (2002) and its English-only emphasis, mainstream teachers' deficit perspective towards linguistically diverse learners (LDL), and the postcolonial lens to deconstruct English as a canon. Intersectional theory also offered a design for effective interventions on behalf of linguistically diverse learners by tethering Culturally Responsive

Pedagogy (CRP), Critical Social Theory (CST), and delivering *Quality Education* (Leonardo, 2004) to establish a Linguistically Responsive Teaching Environment (LRTE).

This research employed two phases. In Phase I, participants completed a 15-minute online survey that focused on current and former teachers' demographic information, teaching profile, education background, and teaching disposition, additionally offering open-ended critical reflection questions to solicit opinions of the participants. For Phase II, participants were selected using Criterion-i sampling from the existing Phase I participants. Personal one-hour-long face-to-face or e-interviews were conducted to achieve a comprehensive understanding of results obtained in Phase I. In summary, this study used a combination of two data sources to distill the themes and patterns related to teachers' language dispositions, in connection with their in-class thinking and behavior while teaching the LDLs.

Largely, the study found that taking a Multicultural Education course impacts teachers' language dispositions but in varying degrees due to interplay of other factors such as teachers' own linguistic and cultural background, years of teaching experience, formal ESL teacher/student experience, and the amount of LDL interaction—all of which also play a vital role in shaping language dispositions of the educators. The study reaffirmed that it is easy for teachers to build connection with students of similar language or cultural background as their own. Despite their awareness about the growing numbers of linguistically and culturally diverse students, most participants felt unprepared and unsupported to teach in a linguistically responsive manner. Further, the study argues that mainstream teachers' value-added dispositions towards LDLs' first language reflect positively on their classroom behavior and language inclusive pedagogies, which are vital to LDLs' academic success.

ACKNOWLEDGEMENTS

I am indebted to my advisor, Dr. Christine Clark for constant encouragement and support throughout my doctoral journey. A journey that ebbed and flowed through many struggles and successes but never stopped. The culminating point of this academic journey is a result of your positive reinforcement, pedagogical guidance, and caring approach. Thank you for always believing in me. I am grateful to your husband, Tyrone for lending his artistic skills to help put the conceptual piece together.

I am intensely thankful to my committee members- Dr. Marilyn McKinney, Dr. Margarita Huerta, and Dr. Denise Davila. Thank you for your critical feedback and insightful suggestions that helped in crucial expansion of my study for an in-depth analysis. Dr. Emily Lin, Chair, Department of Teaching and Learning, your continuous support throughout the program and especially during the data collection phase, is much appreciated. Ms. Jovita Bayuga, Graduate Programs Administrative Coordinator, a person whom I can never thank enough as she was forever involved in helping me navigate the technicalities of the doctoral process.

This study could never have been actualized without the invaluable contributions of my participants, to whom I am very grateful for stepping out of their comfort zones while discussing their personal and professional experiences in this study. I am also thankful to Dr. Debora Obara for teaching me her wonderful data analysis skills that finally brought me to the conclusion of this research. I am obliged to my scholarly friends- Dr. Tarryn McGhie, Dr. Rebekah Piper, and Shahla Fayazpour for their tremendous push, positive energy, and critical advice. To my friends outside of UNLV, I thank you for helping me emerge stronger every time I hit the rock bottom. Thank you Reema Kataria Mal for being my best buddy and well-wisher at every step in my life.

To my husband, Aman Singh and son, Ayaan Singh, I appreciate you both for riding the

academic rollercoaster with me. I cherish you and hold you very dear. To my mother-in-law, Madanjeet Kaura, I thank you for being there for me. To my elder sister, Prabhjot Kaur, I acknowledge you for your perpetual boost and making me believe that there is light at the end of the tunnel, even when I was in denial. Thank you, big sister, for being the much-sought-after and excellent graphic designer for my conceptual framework. To my younger siblings, Chandan Kaur and Paawandeep Singh, I love you for the much-needed encouragement and laughter. Lastly, I am grateful to my parents, Jaswinder Kaur and Jaswinder Singh for their incessant moral support and prayers. I cherish this accomplishment and hope that I have made you proud.

DEDICATION

This work is dedicated
to my son

Ayaan Singh

who has always been my strength
and power house of energy.
I love you more than anything.

TABLE OF CONTENTS

ABSTRACT.....	iii
ACKNOWLEDGEMENTS	v
DEDICATION	vii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
CHAPTER 1: RATIONALE	1
Introduction.....	1
Problem Statement.....	4
Statement of Purpose.....	6
Operational Definitions	7
First Language/ Language.....	7
Culture.....	8
Linguistically Diverse Learners (LDL)	8
Teacher Dispositions.....	9
Mainstream Teacher.....	10
Topic Rationale	10
Self-Discovery	10
Professional-Discovery	11
Mainstream focus.....	11
Summary of Key Topic Literature.....	12
Theoretical Framework.....	13
Intersectionality.....	13

Neoliberalism.....	14
Postcolonialism.....	16
Conceptual Framework.....	16
Brief Review of Critical Ethnography Method	19
Scope and Significance	19
Contribution to Existing Body of Research.....	19
Filling the Gaps.....	20
Assumptions.....	20
Limitations	21
Chapter Summary and Proposal Overview	21
CHAPTER 2: LITERATURE REVIEW	23
Introduction.....	23
Approach to Identifying the Relevant Literature.....	24
Multicultural Education.....	25
Emergence.....	26
Sociopolitical Conceptualizations.....	27
Multicultural Education: Growing Linguistic Diversity and Key Concerns	29
Multicultural Education: Affirming Cultural Diversity	30
Multicultural Education: Affirming Linguistic Diversity.....	32
Affirming Cultural Diversity versus Affirming Linguistic Diversity.....	35
Demographic Mosaic	36
Language and Culture: Interrelation.....	37
First Language as Culture In and Of Itself.....	38

First Language as the Transmitter of Culture	39
Neoliberal Education Policy and State of Nevada	41
No Child Left Behind (NCLB): An Example of Neoliberalism in U.S. Educational Policy.	45
Post NCLB Scenario	47
Redefining Language as Power: A Postcolonial Intervention	48
Why is First Language Relevant?	50
Dispositions: An Important Area of Assessment for Teacher Preparedness	51
Delivering Quality Education: A Promise for the Future.....	53
Culturally Responsive Pedagogy (CRP).....	54
Critical Social Theory (CST)	55
Summary.....	56
CHAPTER 3: METHODOLOGY	59
Introduction.....	59
Restatement of Purpose.....	60
Research Questions.....	60
Approach to Study	62
Critical Ethnography	62
Intersectionality.....	63
Postcolonial Lens	64
Role of the Researcher.....	66
Methodology: Critical Ethnography	66
Setting	66
Participants and Rationale for Participant Sample.....	67

Data Sources, Collection, and Timeline	67
Data Analysis and Interpretation	76
Ethical Considerations	79
Limitations and Impact	80
Significance of the Study	81
Filling Gaps.....	81
Contribution to Existing Research	81
Delivering Quality Education	81
Chapter Summary	82
Introduction.....	84
Restatement of the Purpose of the Study.....	84
Restatement of the Research Questions.....	85
A Brief Review of Research Process.....	85
Situating the Results within the Data Analysis Tools: Using Content Analysis and Domain Analysis	87
Detailed Tabulation of Survey and Interview Questions to Help Answer Research Questions.....	90
Phase I: Online Survey	94
Racial and Ethnic Diversity	95
Linguistic Diversity	95
Phase I: Emerging Patterns	96
Phase II: Interview Analysis and Participant Profiles	103
Participant 1: Patty	103

Participant 2: Danny	108
Participant 3: Kia	112
Participant 4: Ani	117
Participant 5: Tia.....	122
Participant 6: Lee	126
Participant 7: Audry	132
Participant 8: Dory	136
Phase II: Emerging Patterns.....	139
Code Document Table	139
ATLAS.ti Networks.....	141
Chapter Summary	148
Introduction.....	150
Review of Research Questions.....	151
Discussion of Emergent Themes Relative to the Research Questions.....	152
Multicultural Education Mediates Language Disposition	152
Teachers’ Backgrounds Impact their Language Disposition	158
Language Dispositions Influence Classroom Inclusion.....	160
Implications	167
Reconstruct Multicultural Education to Reaffirm Linguistic Diversity	168
Reassess Mainstream Teachers’ Language Dispositions.....	170
Re-evaluate Neoliberal Tendencies of English-only Education Environment	172
Recommendations.....	174
Teachers’ Language Disposition as a Criterion for Preparedness	174

Teacher Training.....	175
Future Questions.....	176
Limitations.....	177
Participants.....	177
The Researcher.....	178
Conclusion	179
APPENDIX A: ONLINE SURVEY EMAIL	182
APPENDIX B: ONLINE SURVEY CONSENT FORM	183
APPENDIX C: ONLINE SURVEY	186
APPENDIX D: INTERVIEW EMAIL.....	193
APPENDIX E: INTERVIEW CONSENT FORM	194
APPENDIX F: INTERVIEW QUESTIONS	197
APPENDIX H: DATA COLLECTION TIMELINE.....	204
APPENDIX I: PHASE I--PREFERRED GENDER PRONOUNS	206
APPENDIX J: PHASE I--AGE DISTRIBUTION OF PARTICIPANTS	207
APPENDIX K: PHASE I--MAINSTREAM SUBJECTS TAUGHT TEACHERS.....	208
APPENDIX M: PHASE II--CODE DOCUMENT TABLE.....	209
REFERENCES.....	213
CURRICULUM VITAE.....	226

LIST OF TABLES

Table 1: Survey Adaptation: Examples of Questions Not Included.....	70
Table 2: Survey Adaptation: Examples of Reorganized and New Questions.....	71
Table 3: Proposed and Final Research Timelines.....	74
Table 4: Data Collection Analysis.....	77
Table 5: Code and Sub-code Illustration.....	88-89
Table 6: Detailed Tabulation of Survey and Interview Questions to Answer Research Questions..	90-93
Table 7: Phase I- Racial/Ethnic Diversity.....	95
Table 8: Phase I- Linguistic Diversity.....	96
Table 9: Schools' Responsibility.....	97
Table 10: First Language Maintenance.....	98
Table 11: Current and Former Teachers' Preparedness.....	100
Table 12: Current and Former Teachers' Language Disposition.....	101
Table 13: Value of Multilingualism.....	102
Table 14: Code Document Table (First 10 Codes).....	139
Table 15: Additional Factors that mediate Language Disposition.....	155
Table 16: Emerging Themes for Phase I and Phase II.....	164

LIST OF FIGURES

Figure 1: Conceptual Framework.....	17
Figure 2: Relationship between Multicultural Education, culture, and language.....	33
Figure 3: Language as transmitter of culture.....	40
Figure 4: ATLAS.ti network map of relationships between Multicultural Education and language disposition.....	141
Figure 5: ATLAS.ti network illustrating the relationship between teachers’ background and language dispositions.....	143
Figure 6: ATLAS.ti network illustrating the relationships between language disposition and inclusion.....	145

CHAPTER 1: RATIONALE

Introduction

“I loved my way into language.

The first sounds of my existence were of jubilation.

My first breaths inhaled the air of others who spoke my language.

My first smells were filled with the sweat of my people.

My first harmonies were those of my mother’s cries and laughter.

Of her songs, her chants, and her prayers.

How then, could I be anything without my language,

And how could a new language mean anything to me,

If it were not shared with love?

(Sigmund A. Boloz, *I Loved My Way into Language*)

This chapter outlines the rationale for the study of teachers’ language dispositions. The study examined the interconnection of language and culture, and the relevance of first language in contrast to the neoliberal English-only American education ideologies. Deconstructing the canonization of English (in the garb of globalization) reveals that the normative constructs within the structural and systemic foundations of education policy and practice that marginalize the language needs of linguistically diverse learners (LDL). Such constructs limit the recognition of other languages, which hold the quintessential essence of respective cultures. Hence, the research explored teacher dispositions towards LDL first language and how teachers’ language dispositions might impact classroom practices that may or may not affirm the value of a truly multicultural classroom environment that is also multilingual.

In order to lucidly articulate the need for a study like this, it is vital to understand the

milieu of teachers' dispositions and its impact on their instruction of LDL. Ball and Lardner (1997) observed that a lack of respect for the home language of students by teachers leads to "negative attitudes toward the children who spoke it, that in effect, their attitudes constituted a language barrier impeding students' educational progress" (p. 472). They suggested that effective instruction of linguistically diverse learners relates directly to teachers' dispositions towards their students and their backgrounds. Teachers who hold positive beliefs about their students' potentials create classroom practices and environments that generate a greater sense of student engagement (Ladson-Billing, 1994).

As the United States (U.S.) schools become increasingly diverse, it is important to recognize the cross-linguistic dispositions of teachers that can limit teachers' interpretation of the diverse speakers' abilities and, potentially, teachers' decision-making skills, professional work, instructional strategies, and classroom interactions that could lead to students feeling disenfranchised. Accordingly, this research seeks to contribute to existing literature on empowering current and former teachers to become self-reflective and self-analytical about their own dispositions, attitudes, beliefs, and behavior towards students with linguistic diversity.

Overall, there is a lack of existing research on teachers' language dispositions. Lee and Oxelson (2006) disclose, "there has been little, if any, research conducted on teachers' attitudes towards students' heritage language maintenance for the purpose of promoting additive bilingualism...heritage language learners and their needs, for the most part, have been invisible in schools" (p. 456). Thus, this research anticipates re-affirming the significance and prestige of first languages in mainstream classrooms for LDL who have historically been marginalized.

Background

Reflecting on the profound connection between language and culture one might think

language is an indispensable part of a pluralist society like that of the United States (U.S.). The sad fact is that this is not true when considering U.S. education policy. Even though, ideally, U.S. education policy is inclusive of the cultural diversity that it houses, it is in actuality a failure with regard to its support for the linguistically and culturally diverse community. [The] “United States (U.S.) has managed to achieve such a high level of monolingualism and linguistic jingoism that speaking a language other than English constitutes a real liability” (Macedo, Dendrinos, & Gounari, 2003, p.23).

Contrarily, not being fluent in proper English has been both lauded and vilified. Sonia Nieto (2010) acknowledges, “Language is powerful. How a nation deals with language differences says a great deal about the status of people who speak particular languages in that society” (p.1). In light of this statement, it is critical to uncover the neoliberal education barriers, for example, implementation of the No Child Left Behind Act (NCLB). Enacted in 2002, NCLB, a restrictive language policy that has an oppressive history of its own, must be understood to unmask the subtle exclusion of native languages in the face of increasing cultural diversity among students. Although NCLB was repealed on December 10, 2015, it has left behind a legacy of damages to the U.S. education system that will take an undetermined amount of time, preparation, and resources to fix.

Bringing the bigger picture home, *Nevada’s English Language Learner Population: A Review of Enrollment, Outcomes, and Opportunities* (Horsford, Mokhtar, & Sampson, 2013), a report by the Lincy Institute of the University of Nevada, Las Vegas, states that, even though Nevada has the highest density of English Language Learners (ELLs) in the country (Migration Policy Institute, 2010), it remains one of only eight states that do not fund ELL education (AIR, 2012). In the state of Nevada, there is a huge gap between what the linguistically and culturally

diverse students bring to the classroom and what the education system has to offer. In light of this, it becomes critically important to pay attention to the neoliberal undertones of education policies that hinder possible democratic solutions in current times. Managing the increasing linguistic diversity of schools in general has always been a complicated issue.

Problem Statement

The goal of the study was to illustrate the implicit need for mainstream teachers to affirm LDL in their classrooms, because “when teachers support students’ primary language in meaningful ways, students feel recognized and validated in the mainstream classroom, which results in a strong sense of self” (Sumaryono & Ortiz, 2004, p. 17). Delpit (2002) asserts, “language is one of the most intimate expressions of identity, indeed, ‘the skin that we speak;’ then to reject a person’s language can only feel as if we are rejecting him” (p. 47). While it is impossible to separate language and culture, historically the U.S. has nevertheless tended to regard differences, especially language differences, as cultural handicaps rather than cultural resources.

The irony is that, in spite of a growing number of multilingual communities in America, it is possible to be monolingual and yet be successful. “Although linguistic diversity is a fact in American schools and society, many languages are not accorded the respect and visibility they deserve” (Nieto, 2002, p. 96). Selected findings as cited in the Lincy report (2013) paint an equally grim picture of the representation of ELLs in the state of Nevada:

- Nevada does not have English Language Development (ELD) standards in place, requiring ELL students meet English Language Arts (ELA) standards despite limited proficiency in English (CCSD, ELL Programs, n.d.).

- Although analyses of public school funding in Nevada have examined adequacy (2006) and equity (2012), the state has not conducted a costing out study focused specifically on how to meet the educational resource needs of its ELL population.

Addressing a similar scenario, De Jong and Harper (2005) claim, when schools are confronted with increasing numbers of linguistically and culturally diverse learners, a just good teaching approach will simply not be good enough because, in that environment, cross-linguistic dispositions of teachers can limit their understanding of the diverse speakers and lead to a deficit interpretation of LDL, with resulting inequalities. The just good teaching approach can be further understood as classroom teaching practice where teachers focus either on language or content, versus a teaching environment that extends practices of good teaching to incorporate both language and content on par with each other.

Nieto (2002) also highlights how typical practicum experiences in English monolingual settings do not prepare teachers for diversity-rich classrooms, thus leaving their LDLs alienated, estranged, and ignored. Such lack of preparedness creates a separation between the commonsense knowledge of the teacher about language diversity and the growing needs of their (silenced) students, while short-circuiting possibilities for developing collaborative relationships. In order to grasp the potential for such inequities, teachers must be aware of their own dispositions that underlie their everyday classroom instruction.

Here, it is also critical to understand the deficit perspective that mainstream teachers typically carry within themselves as they “generally enter teacher education believing that cultural diversity is a problem to be overcome and that students of color are deficient in some fundamental way” (Villegas, 2007, p. 374). Teachers usually suppose that students from diverse cultural experiences are less capable than others (Gomez, 1993). This study attempts to dig

deeper into this set up for *deficit teaching* (by mainstream teachers) rather than continuing to focus on the popular misunderstanding of *deficit learning* with regards to linguistically diverse learners.

Statement of Purpose

The purpose of this research was to examine the dispositions towards linguistically and culturally diverse students' first language held by current and former teachers who took a Multicultural Education course at the University of Nevada, Las Vegas in the last 5 years (2010-2015). This study employed online surveys and face-to-face or e-interviews as qualitative data collection methods to identify themes that pertain to:

- 1) Taking a Multicultural Education course, and its impact on current and former teachers' language disposition, thinking and behavior while teaching the LDLs.
- 2) Relationship between teachers' own linguistic and cultural diversity identity and building connection with their diverse students from similar backgrounds.
- 3) Relationship between teachers' language dispositions and classroom facilitation for better inclusion of language and linguistic diversity for a holistic education experience of LDLs.

At this stage, teachers' language disposition was generally defined as teachers' attitudes that support culturally diverse students' first language learning and development. Answering these questions, this study attempted to understand how taking a Multicultural Education course mediates current and former teachers' language dispositions towards their linguistically diverse learners.

The research has potential theoretical and practical significance for researchers in Multicultural Education and for teacher educators, respectively. My goal was to establish the importance of recognizing the power of languages other than English, especially by mainstream

teachers, because “unless teachers understand that teaching is advocacy for social and political change, inequalities will continue to exist” (Nieto, 2013, p. 17). In doing so, the limits were real and so was the hope. It is an essential obligation for Multicultural Education and multicultural educators to create awareness among teachers about their language dispositions to further decolonize the language needs of LDL.

Operational Definitions

First Language/ Language

Language is inborn but, upon further consideration, it encapsulates a lot more. Throughout this research the use of the term “first language,” “home language,” “heritage language,” and “language” tends to explain an involuntary feature of everyday life that is seldom defined exclusively. Edward Sapir in *Language: An Introduction to the Study of Speech* (1921) defines language as “a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols” (p. 7). While emphasizing the importance of language as an immensely ancient heritage of the human race, Sapir (1921) writes that

it is doubtful if any other cultural asset of man, be it the art of drilling for fire or of chipping stone, may lay claim to a greater age. I am inclined to believe that it antedated even the lowliest developments of material culture, that these developments, in fact, were not strictly possible until language, the tool of significant expression, had itself taken shape (p. 23).

On a parallel note Lee Su Kim (2003) remarks, “language can be defined as the system of communication comprising codes and symbols which is used by humans to store, retrieve, organize, structure, and communicate knowledge and experience” (p.64). Hence, in this study,

language emerges as a vital code that facilitates the process of acquiring, expressing, and transmitting human experience and not merely as an inert process.

Culture

The term “culture,” as Nieto (2005) explains, means the ever-changing values, traditions, social and political relationships, and world view created and shared by a group of people bound together by a combination of factors (which can include a common history, geographic location, language, social class, and/or religion), and how these are transformed by those who share them. (p.139)

In this study culture referred to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, language, religion, notions of time, roles, and spatial relations acquired by a group of people in the course of generations through individual and group striving. It fosters interracial dialogues and critical understanding to acknowledge rather than disenfranchise our growing cultural diversity that encourages the coming together of people of color, emergence of consciousness, and critical intervention.

Linguistically Diverse Learners (LDL)

LDL in this study was used as a blanket term in order to define students enrolled in education programs who were designated as English Language Learners (ELL), English as Second Language (ESL), Emerging Bilinguals (EB), non-native speakers of English, or Limited English Proficient (LEP). The term also identified students from homes and communities where English is not the primary language. These students speak a variety of languages and are deemed to be bilingual or multilingual. Nieto (2002) elaborates, “language minority students are no longer confined to large urban school systems but are also found in small towns, suburban, and rural schools throughout the nation” (p. 80). It is noteworthy that the issue of linguistic diversity

goes deeper than the changing demographic landscape of America; there is a growing linguistic minority in schools, and imparting basic education to students to be successful outside the scripted education boundaries of school has become essential.

Teacher Dispositions

This study addressed teachers' dispositions with respect to first languages of LDL as a matter of significant importance because dispositions exert a strong impact on teachers' decision-making, professional work, instructional strategies, and classroom interactions with students. Teacher dispositions, attitudes, and beliefs have been used interchangeably throughout the study. Stooksbery, Schussler, and Bercaw (2009) explain,

Dispositions equate to the teacher's internal filter affecting the way she or he is inclined to think and act on the information and experiences that are a part of his or her teaching context. This filter is shaped by a teacher's prior experience, beliefs, culture, values, and cognitive abilities, which affect the teacher's ideas about the nature of students, teaching, and learning. (p. 720)

Generally speaking, "dispositions are tendencies for individuals to act in a particular manner under particular circumstances, based on their beliefs. A tendency implies a pattern of behavior that is predictive of future actions" (Villegas, 2007, p. 373). Teachers have much *policy power* and *pedagogical power* both outside and inside the classroom, respectively; if they uphold a monolingual agenda, their students are bound to lose their first language as well as the cognitive benefits of being a speaker of diverse languages (De De Angelis, 2011).

Similarly, Bourdieu's central concept of *habitus* (as cited in Shim, 2014) extensively speaks about teachers as agents who are constitutive of the school structures in reproducing social and cultural inequalities via a system of durable transposal dispositions. Shim (2014)

reiterates Bourdieu's point of view, "the factors that constitute their (teachers') *habitus*, and the elements of their (teachers') *habitus*, can influence their pedagogical practices" (p.43).

Presenting an alternative perspective where teacher dispositions impact their students' achievement in a progressive manner, Lee and Oxelson (2006) point out that teachers' *positive* recognition of the heritage language of their LDL is critical in the empowerment and development of the whole child.

Mainstream Teacher

In this study, mainstream teacher was defined as, "the one whose primary training has been in one or more traditional subject areas, such as mathematics, science, English, or Social Studies...the use of mainstream is synonymous with *regular, content area teacher*" (Pettit, 2011, p. 126).

Topic Rationale

The context for this research rests on the premise that, as Cummins (2001) asserted, The cultural, linguistic, and intellectual capital of our societies will increase dramatically when we stop seeing culturally and linguistically diverse children as 'a problem to be solved' and instead open our eyes to the linguistic, cultural, and intellectual resources they bring from their homes to our schools and societies. (p. 20)

Self-Discovery

This research holds great significance in my own life. As a multilingual mother of a three-year-old who recently stepped into the monolingual education system, I am always intrigued by the linguistic dichotomies that my son might come across in his everyday academic life, and the overt or covert messages he might receive at the hands of his teachers during his educational journey. Against this, there is also a recognition of the benefits I have and will enjoy

due to my multilingual upbringing (academically and otherwise), as opposed to the constraints my son might experience while balancing his home languages in juxtaposition with an English-only formal school environment.

Professional-Discovery

On the professional front there were three key concerns.

Multicultural Education. The field of Multicultural Education has been slow to embrace linguistic diversity as a central focus of its work. With an exception of a few scholars who have attended to language issues, most treatments of Multicultural Education do not consider the significance of language in teaching and learning (Nieto, 2002, p. 79). The fact is, that unless teachers recognize that teaching is form of advocacy for social and political transformation, discrimination will continue.

State of Nevada. The local context for this study, i.e. State of Nevada, was particularly appropriate because of deficient state initiatives. According to *Nevada's English Language Learner Population: A Review of Enrollment, Outcomes, and Opportunities* (Horsford, Mokhtar, & Sampson, 2013), there is a marked lack of a state vision and action plan for English Language Learner (ELL) education. This is especially problematic in Nevada because, despite its higher numbers of ELLs, Nevada has neither a support mechanism for ELL education nor standards to guide the educational goals and achievements of its ELL students.

Mainstream focus. This study also recognized that there is an imminent requirement to affirm LDL needs in mainstream education. It is also important to note that creating community does not mean to instead develop an artificially problem-free environment in which differences are covered over, because the counter-productive tension arises when monolingual teacher dispositions clash with multilingual classroom realities. This research looked at mainstream

teachers and mainstream classrooms as unique opportunities to encourage linguistic affirmation, thereby improving educational outcomes. Even though bilingual education promotes specialized language learning and linguistically sensitive pedagogy, “because of the negative status of the native language, bilingual program itself is developed as a contemporary program that is not quite as good as the mainstream program” (Nieto, 2010, p. 115).

Summary of Key Topic Literature

Delpit (2002) asserts, “language is one of the most intimate expressions of identity, indeed, ‘the skin that we speak;’ then to reject a person’s language can only feel as if we are rejecting him” (p. 47). Considering this statement, it was inferred that questions of language are both pedagogical and ideological. Pedagogical because it brings our attention to the role played by classroom practices that fail to recognize the value of languages other than English. Ideological because monolingual classroom practices are politically motivated to support the status quo; these practices perpetuate bias towards languages other than English, and in turn legitimize the reproduction of social inequality.

Lee and Oxelson (2006) suggest that there is need for all educators to better understand the critical role and functions of heritage languages in the personal, academic, and social trajectories of linguistic minority students, because they are rich and powerful cultural resources that instill a stronger sense of ethnic identity and positive self-esteem. They also establish greater cognitive flexibility including enhanced ability to deal with abstract concepts; hence proficiency in first language or the home language not only facilitates English acquisition but also leads to higher academic achievement (Cummins, 2001; Lee and Oxelson, 2006). In this respect and others, it was vital for this study to understand the relationship between teachers’ language dispositions and their instruction of linguistically diverse learners (LDL).

Additionally, a shared teacher belief is that failure for students of color and/or for those from low socioeconomic backgrounds is unavoidable (Kozol, 2012). Ladson-Billings (1994) highlighted another prevalent teacher belief about classroom diversity; teachers choose to overlook racial differences and accept inequities as a given condition of reality, a disposition she refers to as “dysconscious racism” (p. 31). It is essential to move mainstream teachers’ dispositions beyond viewing linguistic diversity as a threat or a problem to be avoided. There is an intrinsic obligation to become aware of the needs and abilities of diverse learners in order to foster a sense of community.

Furthermore, it is crucial to understand that squandering of diverse linguistic resources by the host nation means a violation of the rights of the child. It is also counter-productive because children who develop their abilities in two or more languages are cognitively advanced and have a deeper understanding of the effective use of language (Cummins, 2001). It is essential to note that, even though two languages are independent of each other, “both languages nurture each other when the educational environment permits children access to both languages” (Cummins, 2001, p. 18). Fillmore (1991) suggests that learning a second language does not result in loss of the primary language. This failure by Americans to take pride in their multicultural origins has triggered the dysfunctional and disenfranchising monolingual practices.

Theoretical Framework

Intersectionality

The study of language and culture intersect in such a way that one cannot be examined without the other. Hence, implementing intersectionality in this research was a way of studying the overlapping roles of language and culture in society and how this overlap is being played upon by the neoliberal economic trends that further impact education practices and outcomes. As

a unit of analysis, this theory pushed the boundaries in critical legal studies, gender studies, sociology, social movements, public policy, international human rights, and racial/ethnic politics. “Intersectionality might be more broadly useful as a way of mediating the tension between assertions of multiple identity and the ongoing necessities of group politics” (Crenshaw, 1991, p. 1296). In this study, intersectionality is a concept used to describe the ways in which oppressive institutions are inextricably linked and cannot be examined separately from one another.

As a theoretical framework, intersectionality allowed a deeper understanding, analysis, and evaluation of how intersections of language and culture hold sway in the global economy. As an analytical tool, it embodied numerous dimensions that facilitated conducting research from an interdisciplinary perspective. This approach provided an in-depth understanding of restrictive language strategies that reinforce the subjugation of people of color through perpetuation of hierarchy, and points researchers towards a critical view on becoming “the other.” Intersectionality invites questions such as where, when, and in relation to whom individuals and groups exercise power and privilege. In the article, *Diversity and Intersectionality*, Lanehart (2009) addressed intersectionality as a theory that benefits society by calling into question “hegemonic institutions and cultures as well as social semiotics [that] reinforce oppressions” (p. 3). Such oppressive discourses in society shape the way educators think and act towards particular students, so, intersectionality may be used to deconstruct the normalization of English as it further homogenizes and classifies the growing linguistic diversity in schools.

Neoliberalism

Neoliberalism is an economic doctrine of global expansion and advanced capitalism in which the basic idea is a resuscitation of 19th century laissez-faire (or ‘neo-liberal’) capitalism based on Adam Smith’s competitive equilibrium model. Here, the unregulated (or ‘free’) market

is assumed to work for the benefit of all. Even though laissez-faire capitalism was abandoned in the late 19th and early 20th century, it was re-imposed in the wake of the Great Depression and World War II. The ideological success of neoliberalism lies in a dual application of political and economic liberalism. “Neoliberalism has become the most dangerous ideology of the current historic moment” (Giroux, 2002, p. 428). It is a false perception of freedom. “By definition, neoliberalism is philosophically opposed to any form of regulation, including language policy. In this guise, neoliberal economic restructuring has managed to impose English on even more domains of global life while actually dissimulating its operation” (Piller & Cho, 2013, p. 24).

Economic liberalism is claimed to be a precondition of political liberty, irrespective of the fact that neoliberal policies have served to restrict rather than expand the choices of most individuals as they have resulted in unprecedented levels of global inequality and environmental destruction. The neoliberal tendencies present no alternative to linguistic minorities who are thus left behind in the wake of limited educational undertakings and later held personally responsible for their failure. Neoliberalism disavows all policy and regulation to impose English as a natural and neutral medium of academic excellence and in turn disregards other languages as vital.

Phillipson (2008) notes,

The worldwide presence of English as a *lingua americana* is due to the massive economic, cultural, and military impact of the U.S. Labeling English as a *lingua franca*, if this is understood as a culturally neutral medium that puts everyone on an equal footing, does not merely entail ideological dangers—it is simply false (p.250).

Consequently, it raises an urgent need to uncover how neoliberal free-market fundamentalism serves as a covert language policy mechanism to sabotage the linguistically diverse by denying the validity of first language.

Postcolonialism

The Postcolonial theory investigates what happens when two cultures clash and, in this process, one of them— with accompanying ideology— becomes dominant and deems itself superior to the other. In the words of Homi Bhabha (1994) “postcolonial criticism bears witness to unequal and uneven forces of cultural representations involved in the contest for political and social authority within the modern world order” (p. 172). The postcolonial standpoint resists the attempt to homogenize forms of social explanations. It pushes for recognition of more complex cultural and political boundaries that exist on the cusp of those often-opposed political affairs (Bhabha, 1994). Also, connected to the concept of postcolonialism is the question of power as discussed by Michel Foucault (1971), i.e. power is introduced as procedures of exclusion and inclusion. From that perspective, this section of the paper focused on establishing language as power when negotiating situations and cultures postcolonially.

Conceptual Framework

Conceptual framework provides an overall understanding for the researcher about “how the research problem will be explored” (Grant & Osanloo, 2014, p. 17). For this study the conceptual framework (See Figure 1) offers a precise direction that the research takes to explore the intersection of different constructs. Hence, it outlines the key beliefs, constructs, variables, factors, and assumptions that support and guide the research plan. In short, it helps to analyze the logical progression of the study being conducted and offers a coherent structure of connected concepts that represent a pictorial representation of how ideas of the research are interrelated within the theoretical framework.

The conceptual framework for this study facilitates understanding the critical

ethnographic approach to explore how taking a Multicultural Education course mediates teachers' language dispositions.

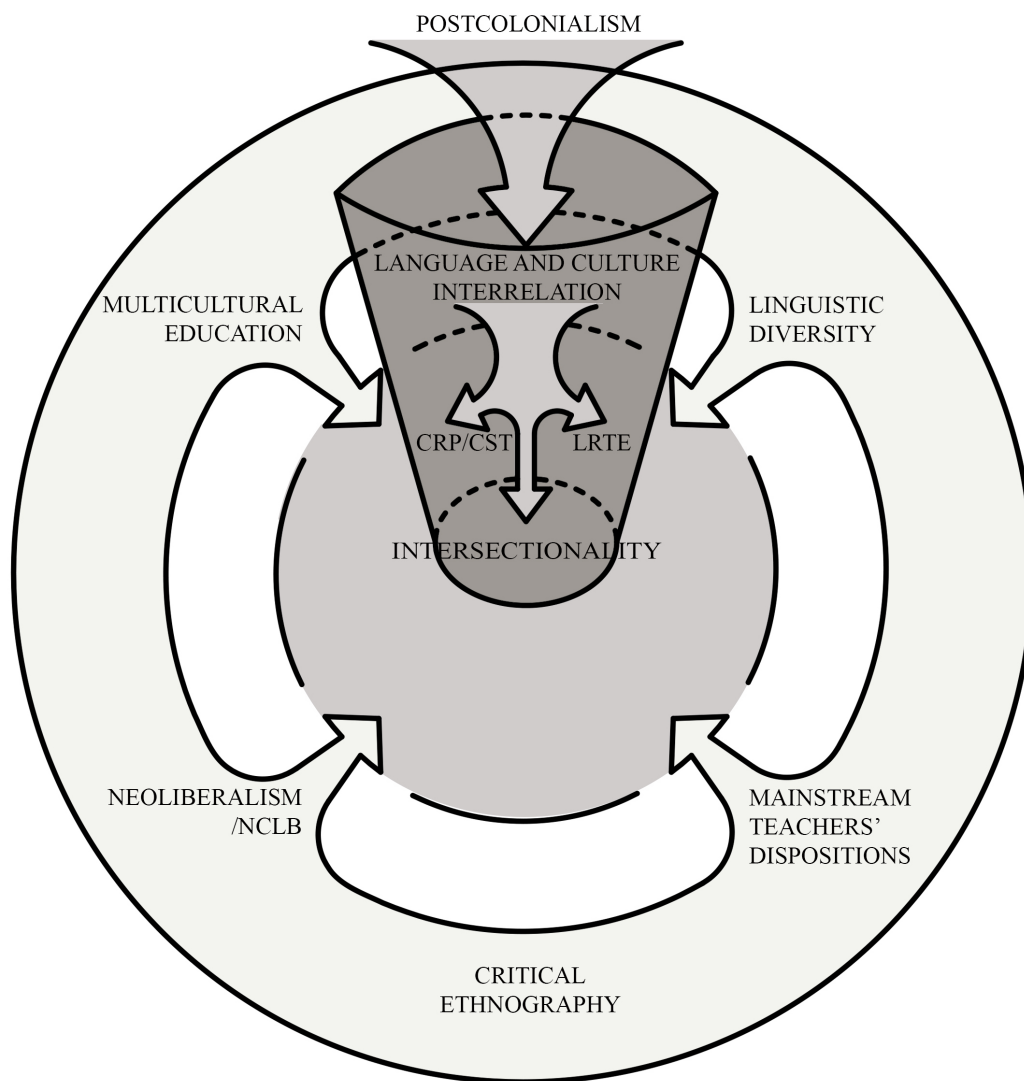


Figure 1. Conceptual Framework

Taken from the top (See Figure 1), the study takes a postcolonial2 perspective towards the issue of perpetuating a monolingual education system and its hidden complexities despite the demographic increase in linguistic diversity in U.S. schools. The postcolonial approach deconstructs the canonization of English as the language of power to read

meaning into all languages. The framework also enables a keen insight into the four major constructs of this research that intersect and overlap:

1. From a social justice perspective, it calls for recognition and affirmation of growing *linguistic diversity* in the schools and the respective language needs.
2. From a policy standpoint, it provides critical analysis of the *neoliberal* approach of the American education system, while exploring the NCLB/ post-NCLB scenario.
3. From an education stance, it explores *teachers' language disposition* as a key factor in creation of a culturally responsive teaching environment that is all inclusive of otherwise marginalized LDLs.
4. From the standpoint of evaluating the level of teacher preparedness to teach the growing number of LDLs, it critically reviews *Multicultural Education* programs and their direct significance to affirming linguistic diversity.

Postcolonialism also becomes the point of entry to analyze the crucial interrelation between language and culture, along with uncovering language as culture *in and of itself*, and language as a transmitter of culture. In this framework analysis, intersectionality stands as the core of this study to provide a seemingly discrete form of analysis and expression of oppression that would otherwise go unrecognized. As an analytical sensibility, intersectionality provides an important paradigm that leverages a better understanding of ideally over-emphasized monolingual instruction versus the unrecognized multilingual classroom demographics.

The heart of the study proposes a Quality Education scenario where linguistic affirmation via implementation of CRP becomes a possibility, and a linguistically responsive teaching environment is an achievable reality. Here, CST contributes as a tradition of intellectual rebellion that allows radical ideas to challenge the regimes of power and change the world by uncovering

ambiguities (Grant & Osanloo, 2014).

Brief Review of Critical Ethnography Method

This qualitative study is a critical ethnography of current and former teachers that unmask the dominant social constructions by examining society with a goal of transforming it. Critical ethnography is inherently political because it questions the status quo, while acknowledging biases, in order to disrupt the tactical power relationships and perceived social inequalities.

Scope and Significance

There is an overwhelming scholarly attention aimed to facilitate LDL's first language learning and maintenance and its direct connection to their respective cultural rootedness. Creating a meaningful connection between first languages and the English-only education environment is not an easy task. However, such additive practices on the part of educators to tap the best of both worlds for culturally and linguistically diverse learners are rewarding and make education a life-long process.

Contribution to Existing Body of Research

Sapir (1921) notes "language is probably the most self-contained, the most massively resistant of all social phenomena. It is easier to kill it off than to disintegrate its individual form" (p. 220). Analysis of the existing body of research on English-only U.S. education revealed a similar situation in which the failure to master English undermines scholastic achievement, educational attainment, and ultimately economic mobility. The U.S. education policy has failed to actualize any peaceful co-existence of multiple languages among the growing number of linguistically and culturally diverse students in the classrooms; on the contrary it stigmatizes speaking languages other than English in order to maintain the hegemonic power of English.

Considering this scenario, this research examined how teacher dispositions can facilitate better inclusion of language and linguistic diversity in mainstream classrooms for a holistic education experience.

Filling the Gaps

Lee and Oxelson (2006) disclose, “there has been little, if any, research conducted on teachers’ attitudes towards students’ heritage language maintenance for the purpose of promoting additive bilingualism...heritage language learners and their needs, for the most part, have been, invisible in schools” (p. 456). By surveying teachers’ dispositions, this study expected to accentuate the significance and prestige of first languages in mainstream classrooms for linguistically diverse learners, who have historically been marginalized. After reviewing the multicultural science education literature, Lee Su Kim (2003) recommended, “it is important to examine different kinds of teacher knowledge that are associated with different outcomes” as it may provide valuable insight into linguistically and culturally effective instruction and its impact on student achievement (p. 482).

Assumptions

This study was based on some assumptions. First and foremost, taking a Multicultural Education course was bound to have some influence on current and former teachers’ language dispositions in various ways. Secondly, at some point the study assumed that teachers’ language dispositions might have some connection with their own monolingual, bilingual, or multilingual background. Finally, the study was also based on the assumption that teachers who call into question their own language dispositions could facilitate more effectively in a linguistically diverse classroom.

Limitations

The study could be seen as limited because it only focused on the language dispositions of teachers. While this might be a limitation, it was also evident that the study could be valuable because it can be used as a rich base of information for more studies going forward. Another limitation was the sample size. Due to the depth of studies typically found in critical ethnography and given the time constraints, conducting a large-scale study was not practical. In spite of these limitations, the research would be still academically valuable because it has great potential to empower current and former teachers to become self-reflective and self-analytical about their own dispositions, attitudes, beliefs, and behavior towards students with linguistic diversity.

It must not be forgotten that even though the limitations were real, so was the hope to conduct an independent study. Thus, it is an indispensable obligation for Multicultural Education and multicultural educators to make room for dialogue on creating linguistic awareness and inclusion, and to help teachers see the diverse backgrounds of their students as resources that can serve to promote the multilingualism and multiculturalism that exists among the students and teachers, as opposed to deficit or a problem that needs to be fixed (Curran, 2003).

Chapter Summary and Proposal Overview

This chapter served as a rationale for a critical ethnographic study on current and former teachers' language dispositions in the context of teaching LDLs. The chapter also articulates the theoretical and conceptual framework of the research that encompasses intersectionality, as well as neoliberal and postcolonial theories in order to actively rethink language in terms of power.

The purpose of this study was to examine language, culture, and the interrelation between the two; it also exposed the neoliberal tendencies of U.S. education policy in general, and No Child Left Behind (NCLB) in particular, as they have perpetuated linguistic segregation in

schools. Language racialization is implemented as part of a larger and more complex system of economic and political oppression that positions Emerging Bilinguals (EB) and their families as disposable, second-class citizens (Darder & Torres, 2004).

Chapter 2 explores empirical and theoretical literature that discusses the interconnection of language and culture, Multicultural Education and its socio-political underpinnings, and the emergence and development of the concept of dispositions in teacher education discourse. Chapter 2 also specifies the potential themes of the study by providing a thorough review of the relevant literature. Chapter 3 outlines the methods section and the process involved in planning a study of this nature. Special attention was paid to the recruitment of qualified participants, the informed consent of participants, and the study design and details. Chapter 4 deliberates on the findings of the study, while Chapter 5 discusses the implications of these findings.

CHAPTER 2: LITERATURE REVIEW

Introduction

Chapter 1 introduced the research and provided the theoretical and conceptual grounding to examine current and former teachers' language dispositions. The study explores the possible impact of teachers' language dispositions on their classroom practices when teaching linguistically diverse learners.

The current chapter provides a thorough review of theoretical and empirical research literature that is related to the study and will identify emerging themes. Chapter 2 review will provide a transition to Chapter 3, where the methodology will be described in further detail.

The reason why language disposition surfaced as a matter of prodigious concern is because "students who are speakers of languages other than English are found in all communities throughout [the] United States...yet most teacher education programs continue to behave as if language-minority students are found only in English as Second Language bilingual classrooms" (Nieto, 2002, p. 207). In spite of growing diversity in American schools, teachers are not adequately prepared to work with students from diverse linguistic backgrounds, which renders the educational experience of such students incomplete (Curran, 2003). Last but not least, the monolingual education ideology views language diversity as imported and acquisition of English as the principle of being American. Wiggins (1976, as cited in Wiley and Lukes, 1996) argues, "the real issue has never been language, literacy, or education but power and a fear of heterogeneity" (p. 530).

This study aimed to elucidate how the U.S. education policy has failed to actualize the peaceful co-existence of multiple languages despite growing linguistic and cultural diversity in American classrooms and how it has stigmatized the speaking of languages other than English in

order to maintain the hegemony of English. In doing so, the study also addressed the interconnection of language and culture, and the gaps in the literature that have given limited attention to Multicultural Education—in contrast to the growing needs of linguistically diverse learners in mainstream classrooms—and its relationship to teachers’ dispositions and their classroom practices. Ultimately, the study intended to build a case for the creation of multicultural practices among mainstream teachers that foster linguistic awareness, with particular attention to ‘disposition’ as an important area of competence when preparing teachers to teach all students. The study also intended to empower the participants by making them self-reflective and critically aware of their own language dispositions.

The main research question that guided the research is: How taking a Multicultural Education course mediates current and former teachers’ language dispositions towards their linguistically diverse learners? Following this were three ancillary research questions: (1) How, after taking a Multicultural Education course, teachers’ language dispositions impact their thinking and behavior while teaching the linguistically diverse learners? (2) After taking a Multicultural Education course, do teachers, who can call on their own identities of linguistic and cultural diversity, have an easier time identifying with their students from diverse backgrounds? and (3) How can teachers’ language dispositions facilitate better inclusion of language and linguistic diversity in diverse classrooms for a holistic education experience? As will be seen, these questions were well aligned with the emerging themes from the review of literature.

Approach to Identifying the Relevant Literature

Multiple steps were taken to identify the literature at focus in this review. In considering how taking a Multicultural Education course might impact teachers’ language dispositions, a thorough search was conducted for theoretical research, empirical research, and peer-reviewed

journals through Google, Google Scholar, UNLV Library databases, and ERIC, an online educational database of scholarly literature. I examined literature on teachers' dispositions as they relate to practices in the classroom, teachers' understanding of linguistic and cultural diversity, and how teachers value first languages of LDLs. Various term searches returned lots of articles; hence to narrow down the articles and find the most significant material for the study, precise key word combinations were used like teachers' language dispositions, neoliberal education policy and NCLB, Multicultural Education and teacher preparedness, and linguistically diverse learners. Additionally, the literature search was narrowed to journal articles published within the last ten years. The multiple term and date-limited searches enabled me to refine the search even further, thus eliminating general studies on dispositions/ beliefs/ attitudes.

The search yielded meaningful results from which emerged the ten themes that frame the literature review. These themes included in-depth readings on Multicultural Education—its emergence and sociopolitical conceptualization, growing diversity and its affirmation culturally and linguistically, language and culture interrelationships, neoliberal tendencies of education policies, NCLB and its English-only emphasis, mainstream teachers' deficit perspective towards LDL, postcolonial approach concerning language, Culturally Responsive Pedagogy (CRP), Critical Social Theory (CST), and delivering quality education to establish a Linguistically Responsive Teaching Environment (LRTE).

Multicultural Education

This study started with the premise that Multicultural Education is a fairly new and dynamic approach with several key characteristics: it affirms growing cultural diversity; deems culture to be an asset; fosters inclusion of diverse learning communities and critical thinking by uncovering hidden curriculum; and problematizes sociopolitical constructs of hegemony. It is

critical, progressive, and transformative in its attempt to empower culturally diverse students and demographically challenging social structure; however, it is not a panacea for all educational ills, especially when it comes to linguistically diverse learners (Nieto, 2002). Multicultural Education is an approach towards teaching and learning that is based upon democratic values and beliefs that affirm cultural pluralism. It assumes that the primary goal of public education is to foster the intellectual, social, and personal development of virtually all students to their highest potential (Bennett, 1986). This section of the chapter traces the meaning, emergence, sociopolitical conceptualization, key concerns, and promise to affirm cultural diversity of Multicultural Education. It also discusses how Multicultural Education affirms linguistic diversity but is still limited in its initiative. Further, the literature review encapsulates the neoliberal language policy viewpoint, postcolonial intervention, discussion on relevance of first language, dispositions as important criteria for teacher preparedness, CRP, CST, and the importance of delivering quality education by establishing LRTE.

Emergence

Multicultural Education has deep historic roots. It is a progressive approach advocated by pioneers like James Banks, Gloria Ladson-Billings, Carl Grant, Christine Sleeter, Geneva Gay, Sonia Nieto and many more who emphasize that it is transformative and inclusionary; it is also a re-thinking process to reclaim the marginalized ‘othered’ by deconstructing the ‘canon.’

Emerging in the 1980’s, Multicultural Education is a scholarly product of tireless cultural and sociopolitical struggle that took place from the 1960’s through the 1980’s. Like the Civil Rights Movement of the 1960’s, the Women’s Rights Movement of the early 1970’s, or the political efforts of the Lesbian Gay Bisexual Transgender (LGBT) community, the elderly, and people with disabilities who organized visible and powerful pushes for sociopolitical equity and human

rights through the 1970's, Multicultural Education also questioned the oppressive practices and hostility of racial and ethnic inequality, and cultural biases (Gorski, 1999).

Its development is embedded in its democratic determination to address and eliminate the ills and shortcomings of our educational system that perpetuate unequal social order. Initially, it resulted from individual and institutional actions to incorporate the concepts, information, and theories framing ethnic studies. Later, Multicultural Education advanced to respond to the unique needs of students of color and to help all students develop more democratic racial and ethnic attitudes. Further developments mirrored the position of other groups who viewed themselves as victims of society and schools (Banks, 2004).

Gorski (1999) emphasized that it is important to have a complete understanding of the roots of the multicultural movement in order to better understand its transformative path, laid down by many educators, activists, and scholars. Further, a study of the beginning of Multicultural Education helps to contextualize its contemporary development and discourse to effectively respond to the growing concerns in the field of education.

Sociopolitical Conceptualizations

A sociopolitical context often takes into account the larger social and political forces in a particular society and the impact they may have on student learning. It is important to analyze this aspect of Multicultural Education because it throws light on the fact that learning takes shape through the interaction and interrelation of cultural, social, and political spaces (Nieto, 2002). Similarly, the emerging conceptualizations of Multicultural Education uphold that teaching and learning must be understood relative to the social and political structures that currently control education in the United States because they are intrinsically linked (Gorski, 1999).

Considering the sociopolitical context of a society must include an analysis of laws,

regulations, policies, practices, traditions, and ideology that can help recognize and explore the ingrained privilege, historical bias, and persisting inequality (Nieto & Bode, 2012, p. 4). Nieto (2002) identifies five aspects of sociopolitical perspective: *agency/ co-constructed learning, experience, identity/hybridity, context /situatedness /positionality*, and *community*. She describes the ideal learning situation as one in which teachers acknowledge the differences between students' environments and act as a *bridge* between students' home culture and the dominant culture. Hence,

a sociopolitical context considers issues of power and includes discussions of structural inequality based on stratification due to race, social class, gender, ethnicity, and other differences; it also includes the relative respect or disrespect accorded to particular languages and dialects. (Nieto, 1998, p. 42)

The underlying belief is that any decisions made in the name of equal education are politically and socially motivated, and reflects the reality that what is being taught in the schools can never be simply imparted as a technical process nor can it be understood in a vacuum. The sociopolitical aspect of Multicultural Education is profound in its approach when advocating equal access to quality education and the benefits of a truly democratic society. This means that political considerations, as well as the structures in schools and communities that either promote or inhibit reform must be taken into account, because it is through “manipulation, [that] the dominant elites can lead the people into an unauthentic type of an organization” (Freire, 2011, p.148).

Nieto (2012) goes on to say that Multicultural Education, defined in a sociopolitical context,

is a process of comprehensive school reform and basic education for all students. It

challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers represent. Multicultural Education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students, and parents, and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (praxis) as the basis for social change, Multicultural Education promotes the democratic principles of social justice. (p.42)

Hence, the seven basic sociopolitical characteristics of Multicultural Education emerge, i.e., it is ‘antiracist’, ‘basic education’ that is ‘important for all students’ while being ‘pervasive’ for ‘social justice’ as a ‘process’ and ‘critical pedagogy’.

Multicultural Education: Growing Linguistic Diversity and Key Concerns

Recent statistics indicated a drastic increase in the number of linguistically diverse people in America. The American Community Survey (2010) reported that, of the 291.5 million people aged 5 and over, 60.6 million people (i.e. 21 %) spoke a language other than English at home. It also reported the identification of codes for 381 detailed languages. In Nevada alone, according to *Nevada's English Language Learner Population: A Review of Enrollment, Outcomes, and Opportunities* (Horsford, Mokhtar, & Sampson, 2013), from 1980 to 2009, there was a 148 percent increase in non-native English speakers aged 5 years and over. From 2000 to 2010, Nevada saw twice the percentage increase of non- native English speakers when compared with that of the country as a whole – 43 percent compared with 22 percent, respectively (Mokhtar,

2012, as cited in *Nevada's English Language Learner Population: A Review of Enrollment, Outcomes, and Opportunities* by Horsford, Mokhtar, & Sampson, 2013).

Looking at the scenario just described, there were two important concerns that surface and that will be addressed throughout this chapter:

- 1) Even though the linguistic diversity in America is increasing, “the field of Multicultural Education has been slow to embrace linguistic diversity as a central focus of its work. With the exception of a few scholars who have attended to language issues, most treatments of Multicultural Education do not consider the significance of language in teaching and learning” (Nieto, 2002, p. 79).
- 2) It must be understood that if language is intimately linked to culture, and if culture and cultural diversity are to be affirmed by Multicultural Education, then, in order to complete the circle, Multicultural Education must recognize the challenges faced by linguistically diverse learners who are culturally diverse as well.

Multicultural Education: Affirming Cultural Diversity

The sociopolitical underpinnings of Multicultural Education rightfully support the act of affirming cultural diversity. Multicultural Education is more than just teaching about heroes and holidays (Lee, Menkart, & Okazawa-Rey, 1997). It is not just a celebratory approach. It goes beyond teaching tolerance of differences and observing cultural weeks, and should be much deeper than studying or celebrating Black History Month in February.

The pluralist present and future of the United States calls for a fundamental educational transformation to promote social justice. Maxine Greene (1993) insists that affirming diversity means rejecting the *sunny-side-up diversity*, being instead dialectical and more critical, basing

multiculturalism on *agency* of power to create culture, develop identities, and challenge limitations, while retaining insights that value cultures. The U.S. Census Bureau projects the native population is expected to increase by 62 million (or 22 percent) between 2014 and 2060, reaching 339 million in 2060. At the same time, the foreign-born population is projected to grow from 42 million to 78 million, an increase of 36 million (or 85 percent) because its rate of growth is projected to outpace that of natives. Between 2010 and 2020, the foreign-born population is projected to increase by nearly 20 percent, compared with only 6.4 percent for natives (Colby & Ortman, 2014, p. 2).

The fundamental thought behind affirming cultural diversity is an understanding that culture is not a fixed or unchangeable artifact; affirming diversity is all about recognizing the differences and upholding them for social justice. Ladson Billings (2004) expounds,

The very human endeavors that may be seen as normal and commonsensical are culturally bound. Multiculturalism cannot be seen merely as a study of the other, but rather as multiple studies of culture and cultural practices in the lives of all humans. (p. 52)

According to Nieto (1994), affirmation is

based on the premise that the most powerful learning results when students work and struggle with one another, even if sometimes difficult and challenging. It begins with the assumption that students and their families are embraced, accepted and respected as legitimate vehicles for learning. (p.5)

Affirming cultural diversity encourages the coming together of people of color, the emergence of consciousness, and critical intervention in understanding the sociopolitical contradictions of the world in order to foster interracial dialogues for cross-cultural exchanges and critical

understanding and acknowledgement of growing cultural diversity. Nieto (2012) reiterates the urgency to create, not only affirming classrooms for students, but also an affirming society in which “racism, sexism, social class discrimination, and other biases are no longer acceptable” (p. xxii). Grant and Sleeter (1993) tell us that,

The goals of such an approach to education for pluralism . . . are to reduce prejudice and discrimination against oppressed groups, to work toward equal opportunity and social justice for all groups, and to effect an equitable distribution of power among members of the different cultural groups. (pp. 69–70)

Most salient to their study is an understanding that such a culturally-affirming multicultural approach to education can be effectively carried out in any school setting, whether it’s predominantly White and suburban or multiracial and urban; these schools, “reformed around principles of pluralism and equality would then contribute to broader social reform” (Grant & Sleeter, 2005, p. 70). This in turn includes the students in the whole education process for better learning and a sense of belonging.

James Banks (2004) developed a model to explore and explain different approaches for integrating multicultural content into the curriculum. Its uniqueness lies in affirming students’ cultural diversity by having them step into the process of knowledge creation as active participants, rather than passive learners distanced from any decision-making about the curriculum.

Multicultural Education: Affirming Linguistic Diversity

If cultural diversity is indispensable, then language and linguistic diversity are inevitable.

According to Banks (1993) affirming linguistic diversity is important for two major reasons:

first, minorities will soon outnumber monolingual English speakers in many places in the United

States; secondly, U.S. educators are not well prepared to work effectively in such linguistically diverse contexts.

It is also important to recognize that language is intrinsically related to culture. Cultural affirmation and Multicultural Education are deeply intertwined; it logically follows that there must also be a connection between language and Multicultural Education (See Figure 2).

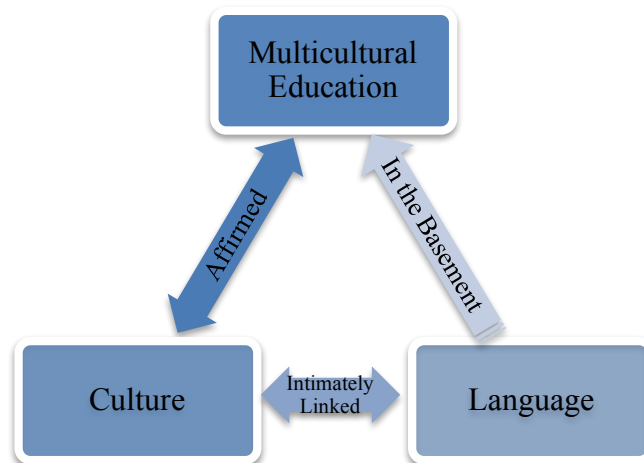


Figure 2. Relationship between Multicultural Education, Culture, and Language.

Multicultural Education: Affirming Cultural Diversity

The American Community Survey (2010) indicates that, from 1980 to 2007, the percentage of speakers of non-English languages grew by 140 percent while the nation's overall population grew by only 34 percent. Multiyear data from 2006-2008 shows that a total of 303 languages other than English are spoken at home. The ever-increasing number of linguistically diverse populations is clearly manifested in the school population as well. Van Roekel (2010) estimated that, by 2015, English Language Learner (ELL) enrollment in U.S. schools will reach 10 million and, by 2025, nearly one out of every four public school students will be an ELL.

One question that needed to be answered was: Where do, these students come from? Part of the answer lies in the fact that,

despite common assumptions to the contrary, native-born U.S. citizens predominate in the ELL student population: 76 percent of elementary school and 56 percent of secondary school ELLs are native-born, and more than half of the ELLs in public secondary schools are second- or third-generation U.S. citizens. (Van Roekel, 2010, p.1)

Language is a most fundamental sign of humanity. Halliday (1993) asserts that language is the essential condition of knowing because it is the process by which experience becomes knowledge. He stresses, “whatever the culture they are born into, in learning to speak children are learning a semiotic that has been evolving for at least ten thousand generations” (Halliday, 1993, p. 93).

Bilingual education deems language as its primary area of interest and equally considers power and ideology, i.e. the what, when, why, and how of the language to be used. On the other hand, Multicultural Education, in its attempt to stretch its frame of inclusion, sees value in all languages thus making it assimilative rather than separatist in its agenda. Nieto (2002) says, “prospective teachers need to understand that the mere existence of bilingual education affronts one of the most cherished ideals of our public schools, that is, the assimilation of students of non-dominant backgrounds into the cultural mainstream” (p. 210).

Validating the authenticity of languages other than English, Nieto (2002) posits, “linguistically, there is nothing wrong with the languages they speak; for purposes of communication, one language is as valid as any other” (p. 82). Nieto and Bode (2012) go on to say that

Affirming language can help students become successful and well adjusted learners, but

unless language and cultural issues are viewed critically through the lens of equity and power structures that impede the goals of social justice, these perspectives are unlikely to have a lasting impact in promoting real change. (p. 5)

Hence, reading value into any language is the first step towards linguistic affirmation. When teachers support students' primary language as a resource in meaningful ways, students feel recognized and validated in the mainstream classroom, fostering a strong sense of self. One way in which teachers can include the students' native language in their teaching practice is by using different languages to say key words, which can be written on the board and learned by all the students in the classroom (Sumaryono & Ortiz, 2004).

Affirming Cultural Diversity versus Affirming Linguistic Diversity

It is important to understand, however, that linguistic diversity is not always recognized as an asset. Patten (2001) says,

It is true, of course, that there has been a great surge of interest in multiculturalism on the part of political philosophers in the past fifteen or so years and that books and articles on this topic often refer to language examples. It is also true that language disputes bring into play a number of concepts and values that have been dealt with extensively in the multiculturalism literature, including equality, recognition, freedom, identity, democracy, and cultural preservation. But in language disputes, these concepts and values are addressed in the context of a distinctive set of social facts that makes it problematic to fold language questions into multiculturalism too hastily. (p. 691)

He goes on to suggest that the problem of recognizing language is akin to the problem of recognizing religion, as both are met with a public disenfranchisement and disestablishment, even though it is not the best response for a model of equality.

Nonetheless, the connection seems deeply rooted in historical facts about subordination and hegemony. Throughout history, more powerful social groups have sought to impose their language on the less powerful by requiring linguistic accommodation as a condition of economic and political opportunities and advantage. (Patten, 2001, p. 696)

The assumption that all students begin education on a level playing field ignores macro-level disparities. This reproduces existing social stratification in the education sector as well by implementing one-size-fits-all policies via standardized testing, homogenized curriculum, and use of English-only practice. “It is not simply a question of language difference, but rather a power difference” (Nieto, 2002, p. 83). Hence, education is designed for failure of some students, who are later held individually responsible for being at a disadvantage or being different, rather than looking at the larger missing pieces of the picture. Strong assumptions of homogeneity and common goals set in the classrooms can often leave problems unaddressed, which cause conflict later. It is high time to realize that whenever language loss occurs, a national and cultural asset is lost.

Demographic Mosaic

Due to changing demographics, growing diversity is inevitable. According to the 2010 Census, an estimated 308.7 million people resided in America as of April 1, 2010. Between 2000 and 2010 this number evidenced an increase of 27.3 million people, or 9.7 percent. More than half of the growth in the total population of the United States in that decade was due to an increase in the Hispanic population. *Overview of Race and Hispanic Origin: 2010* (U.S. Census, 2010) state that between 2000 and 2010, the Hispanic population grew by 43 percent, rising from 35.3 million in 2000 to 50.5 million in 2010. By 2010, Hispanics comprised 16 percent of the total U.S. population. The 2010 Census also stated, just over one-third of the U.S. population

reported their race and ethnicity as something other than non-Hispanic White alone (i.e. "minority"). This group increased from 86.9 million to 111.9 million between 2000 and 2010, representing a growth of 29 percent over the decade. Such dramatic demographic shifts present numerous challenges for educational change.

Significantly, among all states, Nevada's minority population increased at the highest rate, by 78 percent. *Immigration and Ethnic Diversity in Nevada* (Wright, Tuman, & Stevenson, 2011) states, "In a few decades, non-Hispanic Whites will constitute a bare majority in the United States. If the current demographic trends continue, the Hispanic population will double or even triple in size by 2050" (p.1). Society and education are experiencing a globalization in all possible dimensions. In such a scenario, embracing cultural diversity in American schools is essential, and it is even more crucial to affirm the linguistic diversity that otherwise gets marginalized.

Language and Culture: Interrelation

In one of three metaphorical interpretations of language and culture, Jiang (2000), in his *Philosophical View*, theorizes that "language and culture make a living organism; language is flesh, and culture is blood. Without culture, language would be dead; without language, culture would have no shape" (p. 328). Language is a symbolic representation of the cultural experience of the people. Both language and culture are intricately interwoven and cannot be separated without losing the significance of either one. Language is a mirror to the culture with which it is associated in the sense that people can see culture through its language (Jiang, 2000).

At times, there exists a disagreement in the research regarding the connection between language and culture, with opinions ranging from a deep connection to not being related at all, or even claims of a neutral relationship. In this context, Sapir (1921) believed "language, race and culture

are not necessarily correlated. This does not mean that they never are” (p. 230). According to him, culture and language are not related in any true sense as “culture may be defined as *what* a society does and thinks. Language is a particular *how* of thought... the society’s different ways of expressing all experiences; so, until these patterns are discovered and laid bare, such correlations are rubbish” (Sapir, 1921, p. 233-234). However, Sapir (1921) does acknowledge that the content of language is intimately related to culture where a “language more or less faithfully reflects the culture whose purposes it serves” (p. 234).

Overall, there has been a lacuna in research regarding the *depth of connectivity* between language and culture. However, the interconnectedness of language and culture has never been denied because a language is both the personification and the transmitter of a culture.

First Language as Culture In and Of Itself

Language holds the quintessential essence of a culture *and* is a way to express complex social processes of that culture, because every language form carries its own unique set of meanings that are culturally designative. Firstly, language as culture in itself is an embodiment of the culture that it represents. It is implicitly the particular culture with which it is associated. Secondly, language as culture of itself cannot be reduced to merely its function of providing vocabulary to understand a certain culture; rather, it reflects that culture’s world-view.

A survey on word associations designed for native Chinese speakers and native English speakers revealed, “the referents of language are the entities, events, states, processes, characteristics, and relations that exist in the culture, whether these are referred to? by single words or phrases” (Jiang, 2000, p. 332). Thus, language does not exist in a vacuum nor does it survive in an ivory tower; rather, it is the epitome of the culture with which it is associated. Sapir, as cited in *The Interrelationship between Language and Culture* by Alf Sommerfelt

(1960), says language is a

self-contained, creative, symbolic organization, which, moreover, not only refers to experience largely acquired without its help, but actually defines experience for us by reason of its formal completeness and because of our unconscious projection of its implicit expectations into the field of experience. (p.449)

Language is not a biological phenomenon, but a fundamental representation of the larger spectrum of a society where it provides its native speakers with a set of hard-to-question dispositions that have an impact on their interpretation of reality and consequently their behavior.

First Language as the Transmitter of Culture

Language transmits the culture in which it is rooted. Lee Su Kim (2003) emphasizes that language is used both to maintain one's own culture and to acquire a new culture; "without language, culture cannot be completely acquired nor can it be effectively expressed and transmitted" (p. 64). Sapir (1921) also believed that "language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives" (p. 221). This highlights the fact that language holds the key to the cultural past of a society.

Building on similar thoughts, Jiang (2000), in his *Communicative View* of language, suggests, "language is the swimming skill, and culture is the water. Without language, communication would remain to a very limited degree" (p. 329). Later, in his *Pragmatic View* of language, Jiang (2000) uses 'vehicle' as a metaphor for language and 'traffic light' for culture to explain how "language makes communication easier and faster; culture regulates, sometimes promotes and sometimes hinders communication" (p. 329).

The Whorfian Hypothesis as cited by Kay and Kempton (1984) recognizes the close relationship between language and culture and proposes that it is not possible to understand or appreciate one without the knowledge of the other because language significantly influences our reasoning and presuppositions about the world. As mentioned in his *Concept of Time*, Whorf noted that the self-evident distinctions between past, present, and future that led to understanding of time in a linear way were not the same for the Hopi. The Hopi lack this awareness of time as the smooth flowing continuum, objectified and quantified into periods, because this is just how it is, or at least how humans necessarily experience it.

This leads into the *Concept of Linguistic Relativity* where the conceptual system underlying the language that a person speaks affects the way in which that person thinks about the world around him or her. Linguistic Relativity holds that speakers of different languages think differently because language habits of a community predispose certain choices of interpretations (Kay & Kempton, 1984). Thus language emerges as a code to such cultural distinctions that exist at a particular point of time and becomes a transmitter of culture (See Figure 3).

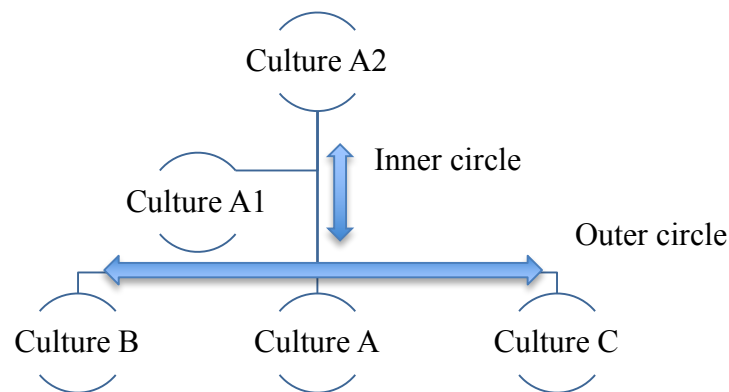


Figure 3. Language as Transmitter of Culture

Language is arguably the principal component of culture because much of the rest of culture is transmitted through language. It is impossible to comprehend the subtle nuances and deeper meanings of another culture without knowing its language well. Further, it is my understanding that this transmission of cultural messages occurs horizontally and vertically; horizontally, transmission occurs between members of the different culture (outer circle), and vertically it occurs among different generations of the same culture (inner circle) (See Figure 3).

Neoliberal Education Policy and State of Nevada

Reflecting on the profound connection between language and culture one might think language is an indispensable component of a pluralist society like that of the U.S. The sad reality is that this is not true when considering the neoliberal education policies, which not only create conditions for different languages to come together, but also put them into conflict with each other. In other words, it is because of the global spread of neoliberal free-market doctrines and advanced capitalism that English has been imposed as a natural and neutral medium of academic excellence and that other languages are rendered obsolete. Even though U.S. education policy is ideally inclusive of the cultural diversity that it houses, it is in actuality a negative force in its failure to support the linguistically and culturally diverse community that is the United States.

What is important here is to understand the grandeur of existing linguistic and cultural diversity. In lieu of this growing diversity, U.S. education since the 1980's has focused heavily on reforming the language policy in education in order to equalize academic learning for our ever-growing linguistically diverse community. Passed on the heels of the Civil Rights Movement, the Bilingual Education Act (BEA) in 1967 aimed to provide school districts with federal funds. This was followed by a series of Amendments in 1974's Equal Education Opportunity Act, and in 1984, 1988, 1994, *Meyer v. Nebraska*, and *Lau v. Nichols* class-action

suit. Special language programs like Limited English Speaking Ability (LESA), English Language Learners (ELL), aspects of No Child Left Behind and many more subsequently gained momentum, but when analyzing such linguistic policies of the U.S. what surfaces is a rather sterile linguistic endeavor to maintain unequal power relations between English-only and the linguistically diverse. Banks and Banks (2013) believe, “overall language policy in the U.S. has leaned towards supporting transition into English rather than supporting other languages and the rights of their speakers” (p. 224).

To illustrate this position, the research used the examples of the neoliberal tendencies of Nevada’s educational policy and of No Child Left Behind legislation. Nevada led the rest of the country in population growth, immigration, and increasing ethnic and linguistic diversity.

According to the *States and Districts with the Highest Number and Share of English Language Learners*, a National Center on Immigrant Integration Policy report (Soto, Hooker, and Batalova, 2015), Nevada overall had 17.4% of ELLs among K-12 students during 2012-13; whereas Clark County alone had a 21.9% share. The report mentioned that in Nevada itself, ELL students accounted for one in five students. Nevada has had increasingly high numbers of English Language Learner students (ELLs) —students who speak a language other than English at home—and these students also show low educational attainment compared to their native English-speaking counterparts. It is also noteworthy that ELLs attend public schools in all 50 states so it is a national phenomenon that cannot be ignored. According to U.S. Department of Education, 4.85 million ELLs were enrolled in public schools during the 2012-13 academic year, which amounted to 10% of the K-12 student population (Soto, Hooker, and Batalova, 2015, p. 1).

According to *Nevada’s English Language Learner Population: A Review of Enrollment, Outcomes, and Opportunities* (Horsford, Mokhtar, & Sampson, 2013) a report by the Lincy

Institute of the University of Nevada, Las Vegas (UNLV), the lack of a state vision and action plan for ELL education is especially problematic in Nevada. Despite its higher numbers of ELLs, Nevada neither had support mechanisms for ELL education nor standards to guide the educational goals and achievement of its ELL students. (p. 2). Selected findings as cited in the Lincy report (Horsford, Mokhtar, & Sampson, 2013) painted a grim picture of ELLs in Nevada:

- From 1998 to 2008, the number of ELLs in Nevada increased over 200 percent (Mokhtar, 2012).
- In 2010, one-third of Nevada's children ages five to seventeen years spoke a language other than English at home – a 43 percent increase from the year 2000 (Mokhtar, 2012).
- In February 2013, Clark County School District (CCSD) identified 94,771 ELL students, with 53,073 actively enrolled in services (CCD ELL Fast Facts, 2013).
- Eighty percent of CCSD's ELLs are from the U.S. (CCSD ELL Fast Facts, 2013).
- Nevada is home to the highest density of children (31 percent) who do not speak English as their first language (Migration Policy Institute, 2010).

Nevada at 150 (Erduiaga, 2015), an annual report on the state of public education, states “Nevada's population remains incredibly diverse without similarly differentiated funding” (p. 3). It further notes that, despite its increasing diversity, Nevada's outdated funding system does not provide any funds to help ELL students attain successful academic outcomes. A question arises—what is the basis of such policies that distance a governing body from achieving its democratic goal of equal access to education? The answer lies in the prevailing neoliberal educational ideologies that are the antitheses of real democracy, because they feed on inequality, privilege, and massive divisiveness (Nevradakis, 2014).

Neoliberalism imposes English as a natural and neutral medium of academic excellence

and, in turn, disregards other languages as vital. English is being vigorously promoted as the royal road to success. Thus, it was important to look outside and analyze language as a commodity of the capitalist world and link it explicitly to the socio-economic order in order to truly understand the policy-driven spread of the English-only curriculum, which has obvious costs for linguistically diverse learners in the form of language loss, identity crises, ever-widening achievement gaps, and increasing school drop-out ratios. Phillipson (2008) notes,

The worldwide presence of English as a *lingua americana* is due to the massive economic, cultural, and military impact of the USA. Labeling English as a *lingua franca*, if this is understood as a culturally neutral medium that puts everyone on an equal footing, does not merely entail ideological dangers—it is simply false. (p.250)

Such language biased ideologies and structures are used to legitimate, effectuate, and reproduce an unequal division of power and resources (both material and non-material) between groups, which are, in turn, defined on the basis of language (i.e., the mother tongue). Phillipson (1988) explains,

linguistic ideologies have affinities with racism because they allow the dominant language group to present an idealized image of itself, stigmatizing the dominated group/ language and rationalizing the relationship between the two, always to the advantage of the dominant group. (p. 341)

Consequently, there is an urgent need to uncover how neoliberal free-market fundamentalism actually serves as a covert language policy mechanism to sabotage the linguistically diverse by denying the validity of first languages.

No Child Left Behind (NCLB): An Example of Neoliberalism in U.S. Educational Policy

Education is positioned very differently within the globalized world. In order to tailor education to meet the growing demands of the privatized world, Former President George W. Bush signed NCLB in 2002 to help schools deliver quality education to all students from birth to adulthood by significantly transforming publically funded education. NCLB is currently still a driving force in public schooling. David Hursh (2007), in his article “Exacerbating inequality: The failed promise of the No Child Left Behind Act”, explains how the ostensive aim of NCLB was to improve education for the historically disadvantaged and to close the achievement gap, but it has failed to deliver as promised.

It is ironic how economic ideologies have historically been and still are instrumental in politicizing education by imposing covert meanings in academia that maintain the hegemony in the society. It is important to note that “the relationship between language and diversity, and between language and equality in schooling is clear but complex” (Arnove, Torres, & Franz , 2012, p.142). Menken (2010) described the scenario in New York, where all students had to pass the high stakes Regents exam, which was modeled as per NCLB guidelines; this posed significant challenges for English Language Learners (ELLs), as well as educators who serve, them because students, who were yet to achieve language proficiency, had to deal with deciphering new content knowledge in English. The undermining of linguistic complexity that is faced by linguistically diverse learners speaks volumes about how NCLB testing regimens have negatively affected the graduation rates of ELLs.

David Hursh (2007) expounds, “NCLB, like other recent education policies promoting standardized testing, accountability, competition, school choice, and privatization, reflect[s] the rise and dominance of neoliberal and neoconservative policy discourses over social democratic

policy discourses” (p. 494). He argues that the very idea that standardized testing will lead to increased educational opportunity and ensure greater assessment objectivity than is currently provided by teachers is neoliberal to its core; in reality, such a U.S. educational policy undermines the capacity to maintain a democratic educational system and society. Language policies are therefore a barometer of identities and of how education systems and society at large encourage or subdue languages other than English and the related culturally diverse identities. A glance at the reauthorization changes made to NCLB over the years also reveals the engrained fear of failure and sense of emergency in education. The fact that we are living in a globalized world and that our government wants an education system that prepares students to be competitive with those in other countries like China and India should challenge the very core of NCLB.

One ethnographic study, conducted by Lipman (2004), found that teachers at an elementary school where Mexican American students exceeded 90% of the total student body had to shift their focus away from using the students’ own culture to develop critical literacy and focus instead on test preparation. Hursh (2007) maintains that standardized testing is not a quality indicator because “under accountability systems where schools are evaluated based on the percentage of students passing the standardized exams, it becomes rational to leave the lowest performing students behind” (p.506). In spite of the law’s promises, ELLs are indeed being left behind in large numbers as they are required to pass linguistically complex tests in a language they are in the process of acquiring (Menken, 2010). Hence, NCLB is evidence of neoliberal educational policy that aims to transform the face of public education, while disregarding the linguistic needs of an increasingly diverse community. Perhaps no group has been more punished by NCLB than the ELLs.

Post NCLB Scenario

From January 8, 2002, when NCLB was enacted, to December 10, 2015, when the White House ceremoniously dumped it, a lot changed regarding policy, educational setup, and demographic diversity. Analysis of NCLB suggests that the philosophy and content of the act are in many ways in conflict with the theoretical and empirical foundations of educational institutions. These conflicts concern the silencing of first languages' value as a resource in the process of English language acquisition, marginalization of the growing linguistic diversity in the garb of deficit perspective, and over representation of English as the royal road to success. In conjunction with a 'language as problem' orientation, NCLB Title III employed a myopically monolingual view of English language learners' bilingual development of language and literacy skills.

Ironically, this U.S. policy shift, away from a view of multilingualism as resource and toward the imposition of monolingual English-only instruction in schools, conflicts with a global context where both multilingualism and multilingual language policies are as much in evidence as they ever were—if not more so. This shift also occurs in spite of language policy scholars' increasing endorsement of ecological approaches to language policy, approaches that recognize that no one language and its speakers exist in isolation from other languages and their speakers. In a world that is simultaneously coming together as a global society and splintering into ever smaller ethnically-defined pieces, where population and information flows inevitably bring global and local languages into contact in ever evolving combinations, any language education policy must take into account all the languages if, in fact, the goal is to offer education to all. No Child Left Behind ignored this imperative; hence, post NCLB, there is significant work yet to be

done to make American education conducive to the growing needs of linguistically diverse classrooms.

Redefining Language as Power: A Postcolonial Intervention

The Postcolonial theory examines what happens when two cultures clash and, in this process, one of them—with accompanying ideology—becomes dominant and deems itself superior to the other. In the words of Homi Bhabha (1994), “Postcolonial criticism bears witness to unequal and uneven forces of cultural representations involved in the contest for political and social authority within the modern world order” (p. 172). The obvious question could be: Why use postcolonial intervention, especially when the colonial time is long gone? One possible answer is that, even though language and culture are closely aligned, neoliberal educational policies strategically disregard that connection. In such a scenario, Postcolonial theory as a mode of analysis attempted to revise those nationalist and nativist pedagogies that set up the relationship between the Third World and the First World in a binary structure of opposition. The postcolonial standpoint resists the attempt at hegemonic forms of social explanations. It pushed for recognition of more complex cultural and political boundaries that exist on the cusp of those often-opposed political affairs (Bhabha, 1994). Also, connected to the concept of postcolonialism was the question of power as discussed by Michel Foucault (1971), i.e. power is introduced through procedures of exclusion and inclusion. From that perspective, this section of the paper focuses on establishing language as power when negotiating situations and cultures postcolonially.

A letter from former President Theodore Roosevelt (as cited in Phillipson, 2008) provides a strong example of the use of colonial power in American politics; in it he asserts that the only way an immigrant can become American is when that immigrant assimilates himself, because

there is room for but one flag, the American flag... [and that] there is room for but one language, and that is [the] English language. Such policies laid the foundation for establishing the hierarchy of languages where English is the only language of power and opportunity, and that situation persists to this day. Such linguisticism, in Bourdieu and Thompson's (1991) terms, can be referred to as *hegemonic symbolic violence*, a mechanism through which power is exercised and simultaneously disguised. It can be defined as violence by the dominant; it is 'gentle, invisible violence, unrecognized as such (Bourdieu & Thompson, 1991).

Christensen (2009) writes that language is still a contested territory in many parts of the world because most political, educational, and commercial interactions take place in the language of the colonizer, i.e. most often English. As a result, many indigenous languages have become marginalized, silenced, or extinct. Parents are frequently forced to choose between teaching their children in their home language or pushing them to study the language of the dominant social group. On the educational front, "the imposition of a sharp divide between sacred and profane knowledge, which underlies the claims of all groups of specialists seeking to secure a monopoly of knowledge or sacred practice by constituting others as profane" are a sabotaging experience for linguistically diverse learners (Bourdieu & Thompson, 1991, p.145).

In his book *Decolonising the Mind: The Politics of Language in African Literature*, Ngũgĩ Wa Thiong'o (2005) asks a profound question, "How did we arrive at this acceptance of the fantastic logic of the unassailable position of English in our literature, in our culture and in our politics?" (p. 9). Postcolonial theory insists that the cultural and political identity is constructed through a process of alteration. Narrating his African experience, Wa Thiong'o (2005) further notes, "language was the most important vehicle through which that power fascinated and helped the soul prisoner. The bullet was the means of physical subjugation.

Language was the means of spiritual subjugation” (p. 9). Hence, postcolonial interpretation provided the necessary platform to deconstruct the canon of English and recognize the wealth of knowledge in languages other than English.

Why is First Language Relevant?

Delpit (2002) asserts, “language is one of the most intimate expressions of identity, indeed, ‘the skin that we speak;’ then to reject a person’s language can only feel as if we are rejecting him” (p. 47). In light of this statement it could be inferred that questions of language are both pedagogical and ideological. Pedagogical because it brings our attention to the role played by classroom practices that fail to recognize the value of languages other than English. Ideological because such monolingual classroom practices are politically motivated to support the status quo and perpetuate bias towards languages other than English, which in turn legitimizes the reproduction of social inequality.

Lee and Oxelson (2006) suggest that there is need for all educators to better understand the critical role and functions of heritage languages in the personal, academic, and social trajectories of linguistic minority students, because these languages are a rich and powerful cultural resource that instills a stronger sense of ethnic identity and positive self-esteem. First languages/ heritage languages also establish greater cognitive flexibility, including enhanced ability to deal with abstract concepts; hence proficiency in first language or the home language not only facilitates English acquisition but also leads to higher academic achievement (Cummins, 2001; Lee & Oxelson, 2006).

Furthermore, it was crucial to understand that squandering of diverse linguistic resources by the host nation violates the rights of the child and is counter-productive, because children who develop their abilities in two or more languages are cognitively advanced and have deeper

understanding of effective use of language (Cummins, 2001). It was also essential to note that, even though two languages are independent of each other, “both languages nurture each other when the educational environment permits children access to both languages” (Cummins, 2001, p.18). Fillmore (1991) suggests that, since learning a second language does not result in loss of the primary language, the monolingual practices indicate, rather, a failure by Americans to have a considerable pride in their multicultural origins.

Additionally, a shared teacher belief is that failure for students of color and/or from low socioeconomic backgrounds is unavoidable (Kozol, 2012). The immigrant and native-born language minorities in the U.S. have been particularly vulnerable to the ideology of blame, and language differences have been used as one of the principal means of ascribing a deficit status to them. Ladson-Billings (1994) highlighted another prevalent teacher belief about classroom diversity; teachers choose to overlook racial differences and accept inequities as a given condition of reality, a disposition she refers to as “dysconscious racism” (p. 31). It is essential to move mainstream teachers’ dispositions beyond viewing linguistic diversity as a threat or a problem to be avoided. There is an intrinsic requirement to become sensitive to the needs and abilities of diverse learners in order to foster a sense of community. However, it is also important to note that creating community does not mean developing an unproblematic environment in which differences are covered over. Because a counter-productive tension arises when monolingual teacher dispositions clash with multilingual classroom realities, this research looked at mainstream teachers and mainstream classrooms as unique opportunities to encourage linguistic affirmation, thereby improving educational outcomes.

Dispositions: An Important Area of Assessment for Teacher Preparedness

Dispositions emerged in teacher education discourse in the 1990s when the concept was

formally introduced as an accreditation standard for teachers. “A widely distributed and highly influential document titled *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue* (INTASC, 1992) put dispositions on the teacher preparation map” (Villegas, 2007, p. 372). Teacher candidates become aware of their dispositions when they uncover their assumptions and understand how their pre-existing ideas affect their decisions related to their teaching.

Nieto (2002) believes that teacher education has largely failed to adequately prepare teachers to appropriately teach language minority students, due to underlying assumptions of working with *regular*, i.e., monolingual, students. Howard (2003) argues there is a need for teacher educators to re-conceptualize the manner in which new teachers are prepared, and provide them with skills and knowledge that is better suited for the effective education of an increasingly diverse student population. Nieto (2002) suggests three imperatives for teacher education programs that want to prepare teachers for the new generation of America:

- Take a stand on linguistic diversity.
- Bring bilingual education out of the “basement.”
- Promote teaching as a lifelong journey of transformation.

Teachers should study the histories and cultural adaptations of language minorities in order to understand the bases and nature of the groups' cultural and language frames of reference, as well as the children's sense of social identity, to better fathom the process of minority schooling, particularly their school orientations (Ogbu, 1992). De Angelis (2011) argues for the need to introduce modules on multilingualism and language learning as a regular feature of teacher training programs since “many teachers show beliefs that suggest little awareness of the cognitive benefits of multilingualism and of the usefulness of home language maintenance for

students and their families” (p.216). Teachers must address their lack of understanding of how students’ linguistic, cultural, and social backgrounds impact and interact with their learning, else student needs will not be met in the classroom (Chavez & O’Donnell, 1998).

Generally speaking, if knowledge is seen as an independent, objective, and uncontested technical process, then it bears no affiliation to who is imparting it, and who is receiving it; on the other hand, if the same knowledge is considered as a subjective meaning-making process, then there arises an immediate need to evaluate the dispositions that guide that process.

Similarly, Villegas (2007) argues that education is a value-laden process based on the prior knowledge and experiences of the teacher; hence “we need to give more attention to issues of validity and reliability in the assessment of teacher candidates’ dispositions” (p. 378). Villegas continues,

The fundamental disposition of an educator whose practice is informed by principles of social justice is the tendency to act in ways that give all students access to knowledge. In keeping with the working definition of disposition, teacher education programs designed to produce such teachers must examine patterns of actions—preferably in classrooms and schools—from which to infer that the candidate possesses that disposition. (Villegas, 2007, p. 375)

Commenting on the significance of teacher preparedness in relation to the growing diversity, Flores and Smith (2009) stress, “in order to be effective teachers and affect student achievement, teachers must possess the appropriate theoretical, pedagogical, and cultural knowledge” (p.328).

Delivering Quality Education: A Promise for the Future

The goal of the analytical perspective adopted in this study was to subjectively locate teachers’ dispositions within the wider sociopolitical and educational contexts. The purpose was

not to indoctrinate current or former teachers but to facilitate critical awareness about how teacher dispositions influence their thinking and behavior when teaching linguistically diverse learners. This section of the paper describes how Culturally Responsive Pedagogy (CRP) and Critical Social Theory (CST) can enhance a teacher's understanding of linguistically diverse learners' first language (L1) as a form of prior knowledge that can be leveraged to establish a Linguistically Responsive Teaching Environment (LRTE) (quality education) across the curriculum.

Culturally Responsive Pedagogy (CRP)

CRP is a transformative teaching pedagogy that creates learning environments where teachers and students can together dig deep into cultural and linguistic wealth, cultural capital, and other recognizable prior knowledge in order to enhance learning experiences for academic success (Howard, 2012). CRP argues for a collective grounded action that validates and affirms diverse cultural experiences of the students to provide comprehensive, multidimensional, liberating, empowering, and transformative pedagogy that fosters constructive academic learning. Ladson-Billings (1994) describes one of the central principles of CRP as an authentic belief that students from culturally diverse and low-income backgrounds are capable learners. She maintains that, if students are treated as being competent, they will ultimately demonstrate high degrees of competence. To become culturally relevant, teachers need to engage in honest, critical reflection that challenges them to see how their linguistic positionality influences their students in either positive or negative ways in order to form dynamic and synergistic relationships between L1 at home and second language (L2) at school.

The book, *Reprocessing Race, Language and Ability* (Ikpeze, Harushimana, & Mthethwa-Sommers, 2013) talks about how language is an invisible setback for African born

immigrant students because non-recognition of the academic worth of their heritage language puts students at a disadvantage. The book discusses the unique experiences of African-born educators and students, and uncovers the continuing need for representation of a myriad of linguistic and cultural experiences, knowledge, and skills to cultivate awareness and inclusion. Similarly, the goal of CRP is to ensure that educators acknowledge and honor the diverse viewpoints of their student population and refrain from promoting homogeneous perspectives about culture and language as universal beliefs.

CRP envisions knowledge as recycled, critical, multifaceted, and passionate learning with scaffolding and bridge building provided by the teacher (Ladson-Billings, 1995). Hence, it is a transformational teaching and learning model that encapsulates academic success, cultural competence, and critical consciousness, rather than a transitional one (Ladson-Billings, 1992). In order for teachers to facilitate the development of a healthy and culturally relevant classroom, they must develop respectful linguistic dispositions and envision L1 as a resource that can open lines of communication for meaningful connections, thus creating a comfortable, safe learning environment for language minority students.

Critical Social Theory (CST)

CST is a relatively new concept in education that can, nevertheless, be traced back to John Dewey. It envisions a multidisciplinary knowledge base that has emancipatory goals of advocacy and uses a form of classroom discourse that promotes critical thinking in pursuit of quality education, by drawing on opportunities for historical analysis to foster value and rootedness among students of diverse communities. “*Quality education* would mean that educators expose students to the concept of ideology critique, or examine the ways that capitalism discourages, at a structural level, a materialist analysis of social life” (Leonardo, 2004,

p. 14). CST proposes a pedagogy of critique and a language devoid of resistance where “teachers assist students not only in becoming comfortable with criticism, but adept at it” (Leonardo, 2004, p. 12).

Quality education, in the framework of CST, is similar to *quality pedagogy* as proposed by Banks and Banks (2009). It is the ability to apprehend dialectical relationships between the objective and the subjective nature of oppression, which further challenges teachers to transform pedagogy and use teaching dispositions and strategies to facilitate the learning process (Banks & Banks, 2009). The underlying teacher disposition, in this model, is that all students can learn and that the skills learned in L1 are transferable when learning L2, provided that teacher dispositions are linguistically inclusive.

Hence, a Linguistically Responsive Teaching Environment (LRTE) may emerge and prevail if teachers develop transformative knowledge and skills to look beyond the complexities of physical characteristics, treat different students differently, and maintain critical awareness towards counterproductive linguistic dispositions.

Summary

The context for this research rested on the premise that, as Cummins (2001) asserted, The cultural, linguistic, and intellectual capital of our societies will increase dramatically when we stop seeing culturally and linguistically diverse children as ‘a problem to be solved and instead open our eyes to the linguistic, cultural, and intellectual resources they bring from their homes to our schools and societies. (p. 20)

Diversity brings significant educational benefits to the educational community as a whole—students, teachers, and administrators—and, therefore, to society generally. It enables the creation of learning environments enriched by different life experiences, varied perspectives,

dynamic interchange, flexibility, and creativity. The skills and attitudes acquired by students in this environment are the same as those needed for the new worlds of work and community life. The irony is that, even though the linguistic diversity in America is increasing, the field of Multicultural Education has been slow to embrace linguistic diversity as a central focus of its work. With the exception of a few scholars who have attended to language issues, most treatments of Multicultural Education do not consider the significance of language in teaching and learning (Nieto, 2002, p. 79).

The fact of the matter is that “unless teachers understand that teaching is advocacy for social and political change, inequalities will continue to exist” (Nieto, 2013, p. 17). It must not be forgotten that even though the limitations are real, so is the hope; hence it is an indispensable obligation for Multicultural Education and multicultural educators to make room for dialogue on creating linguistic awareness and inclusion, and to help teachers see the diverse backgrounds of their students as resources that can serve to promote the multilingualism and multiculturalism among the students and the teachers (Curran, 2003, p. 338).

The local context for this study, i.e. Nevada, was particularly appropriate because, according to *Nevada’s English Language Learner Population: A Review of Enrollment, Outcomes, and Opportunities* (Horsford, Mokhtar & Sampson, 2013), there is a marked lack of a state vision and action plan for English Language Learner (ELL) education. The National Center for Education Statistics (2004) also estimated the following trends for *Public High School Dropouts and Completers* for the school year 2000-01:

- The national average dropout rate was 9% in the year 2001.
- Nevada’s high school dropout rate was 14% – the second worst in the nation after Arizona, which posted a 16% dropout rate in 2001.

This was especially problematic in Nevada because, despite its higher numbers of ELLs, Nevada neither had a support mechanism for ELL education nor standards to guide the educational goals and achievements of its ELL students (Horsford, Mokhtar & Sampson, 2013, p.2).

CHAPTER 3: METHODOLOGY

Introduction

The previous two chapters explored the theoretical, conceptual, and empirical underpinnings for this research study. Rooted in research from multiple fields and experiences, this study offers a conceptual framework that juxtaposes the ever-growing number of linguistically and culturally diverse students in American classrooms, mainstream teachers' language dispositions, and an increasing need for the creation of linguistic awareness on the part of teachers for students to be academically successful.

This chapter will feature a detailed rationale for adopting critical ethnography as its methodological approach, and will discuss recruitment of participants, data sources, data analysis tools, and provide a timeline for completion of this study. The potential contribution of this study's results to the existing body of research on teacher disposition, as it relates to teaching linguistically diverse learners, will be addressed. This chapter will also briefly describe how Culturally Responsive Pedagogy (CRP) and Critical Social Theory (CST) can possibly enhance a teacher's understanding of linguistically diverse learners' first language (L1) as a form of prior knowledge that can be leveraged to establish a quality education scenario for Linguistically Responsive Teaching Environment (LRTE) across the curriculum.

The prime concern of this critical ethnography is to analyze how taking a Multicultural Education course mediates teachers' language dispositions. The overarching theme of this research study was to examine the impact of teachers' language dispositions on classroom practices and on maintaining linguistically diverse learners' (LDL) first language and, consequently, on the value of addressing disposition as an important criterion of preparedness to teach LDLs.

Restatement of Purpose

A key reason why this research is necessary is, as Nieto (2002) says: “Teachers need to open to their language-minority students’ knowledge in order to find what can help them learn, and then change their teaching accordingly” (p. 217). The fundamental purpose of this study was not to coach current and former teachers, rather to consciously trace teachers’ language dispositions in order to generate a critical awareness about how teacher dispositions impact their thinking and behavior while teaching linguistically diverse learners. Through this experience, this research sought to empower current and former teachers to become self-reflective and self-analytical about their own dispositions, attitudes, beliefs, and behavior towards students from diverse language backgrounds.

The purpose of data collection process was to: (a) explore teachers’ language dispositions from the perspective of current and former teachers who have taken a Multicultural Education course, CIG 660 at the University of Nevada, Las Vegas (UNLV) in the last five years (2010-2015); (b) consciously trace teachers’ language dispositions in order to generate a critical awareness about how teacher dispositions impact their thinking and behavior while teaching the linguistically diverse learners; and (c) study how teacher dispositions could facilitate better inclusion of language and linguistic diversity in diverse classrooms for a holistic education experience. At this stage, teachers’ language dispositions was generally defined as teachers’ attitudes that support culturally diverse students’ first language learning and development.

Research Questions

The study had one major question and three ancillary questions guiding the data collection and analysis process in order to better understand and explain the impact of mainstream teachers’ linguistic dispositions towards their LDL. This research study is

descriptive in nature and questions presented here helped in this undertaking by allowing the possibility of numerous outcomes.

Main Research Question:

How taking a Multicultural Education course mediates current and former teachers' language dispositions towards their linguistically diverse learners?

Ancillary Research Questions:

- After taking a Multicultural Education course, how do teachers' language dispositions impact their thinking and behavior when teaching the linguistically diverse learners?
- After taking a Multicultural Education course, do teachers who can call on their own identities of linguistic and cultural diversity have an easier time identifying with their students from diverse backgrounds?
- How can teachers' language dispositions better facilitate inclusion of language and linguistic diversity in diverse classrooms for a holistic education experience?

By answering these questions, this research study will potentially contribute to understanding the value of teachers' language dispositions and the impact they have on teachers' classroom practices, on maintaining LDLs' first language and, consequently, addressing disposition as an important criterion of preparedness to teach LDLs.

The use of the word- mediates in the main research question versus the word- impacts in the three ancillary questions was a conscious decision in this study. By using the word mediates, this study takes a telescopic view to analyze larger Multicultural Education interventions experienced by current and former teachers while taking the course. On the other hand, the word- impacts lends a microscopic insight to this research to keenly understand the specific relationships between teachers' language dispositions and its impact on their thinking and

behavior, building connection with their students from similar backgrounds, and better classroom inclusion for a holistic education experience.

Approach to Study

This study is a critical ethnography of teachers' language dispositions. The fundamental approach of implementing critical ethnography is to delve "beneath surface appearances, disrupt the status quo, and unsettle both neutrality and taken-for-granted assumptions by bringing to light underlying and obscure operations of power and control" (Madison, 2001 p. 5).

Critical Ethnography

Critical ethnography as a research protocol was appropriate for this study because of its attributes of social justice, emancipation of marginalized groups, and most importantly, as a means to empower the participants by giving them a voice and ownership in the research conducted (Thomas, 1993 & Creswell, 2013). As an antidote to structuralism, critical ethnography can also be used as a voice of activism by exposing hegemonic ideologies and advocating for change in ideologies that may be detrimental to marginalized groups of people (Fine, 1994).

Critical ethnography's agenda for social critique allows the researcher to locate respondents' meanings in larger impersonal systems of political economy, resulting in conceptual front-endedness (Anderson, 1989). This methodology facilitates the integration of a "dialectical process among (a) the researchers' constructs, (b) the informants' commonsense constructs, (c) the research data, (d) the researchers' ideological biases, and (e) the structural and historical forces that informed the social construction under study" (Anderson, 1989, p. 254-255).

Hence, for this research study, critical ethnography may be considered as a perspective that provided fundamental social critique to unmask the hegemony of English, overt language policies that promote monolingualism, and pedagogical practices that marginalize the first language of LDL. It further addresses overly oppressive language practices and policy to challenge the conventional ideological approach of rejecting such traditional knowledge. It also demands that the researcher locate the meaning of events within the asymmetrical power relations and deconstruct the symbolic violence (Thomas, 2003).

Intersectionality

Intersectionality, as a theoretical framework for this research study, allowed a deeper understanding, analysis, and evaluation of how the intersection of language and culture holds sway in the global economy. One of the benefits of intersectionality is that, as an analytical tool, it has numerous dimensions that facilitate conducting research from an interdisciplinary perspective. It provides an in-depth understanding of restrictive language strategies that reinforce the subjugation of people of color through perpetuation of hierarchy, and points researchers towards a critical view on becoming the other.

To truly understand a system, it is important to examine for whom the system does not work (Crenshaw, 1991). In this context, intersectionality will help in deconstructing the standardization of English simply because it further homogenizes and classifies the growing linguistic diversity in schools. In doing so,

the concept of intersectionality and the analysis of interacting socio-cultural categories, and identities have the aim to increase more democracy and equality without doing them mainstreamed and new-normalizing [*sic*]. Intersectionality may be used to analyze

changes, variations and processes. The focus is on the minority cultures or the marginalized, the troublesome and the extraordinary (Knudsen, 2006, p. 74).

Postcolonial Lens

Using a postcolonial lens further facilitated a critical understanding of the subtle creation of the ‘other’ by deconstructing English not merely as a language but as a tool of the colonial oppressor. It operates in two phases. In the first phase, the school canonizes language (in this case English) as technical knowledge, as key to expanding personal relationships, and as being symbolic of political and economic benefit. In the second phase, it largely alienates the language of origin (i.e., the native language) of the student as a disadvantage for future opportunities, thus depreciating the power of native languages while appreciating the power of English.

The specialized languages that schools of specialists produce and reproduce through the systematic alteration of the common language are, as with all discourses, the product of a compromise between an expressive interest and a censorship constituted by the very structure of the field in which the discourse is produced and circulates (Bourdieu & Thompson, 1991, p. 137). Hence, English Language Learners are left unsettled, in a state of ‘unhomeliness,’ to sink or swim, to confront their despair, to recover lost identities, and faced with the task of constructing new individuality based on sheer displacement. This theory also facilitates the explanation of subordination of language, culture, and ways of thinking as experienced by marginalized groups (Bhabha, 1983; Fanon, 2005 Said, 1978; Spivak, 1988).

With critical ethnography providing the overall methodological technique, this study also borrowed methods from prior research. For example, the online survey and interview questions were adapted from the *Teachers’ Language Attitudes on Heritage Language Maintenance* (Lee & Oxelson, 2006), developed to study K–12 teachers in California public schools. The

questionnaire has 42-items which are answered using a 1-7 Likert scale. Lee and Oxelson's study primarily examined issues of concern to California's schools. The present study highlights the need for all educators to better understand the critical role and functions of heritage languages in the personal, academic, and social trajectories of linguistic minority students.

De Angelis (2011) subsequently modified Lee and Oxelson's (2006) survey to suit the European educational context (specifically Italy, Austria, and Great Britain) in order to identify teachers' beliefs on students' prior language knowledge; they used a 1-4 Likert scale. The study reveals teachers' language beliefs while suggesting a lack of awareness among teachers regarding the cognitive benefits of multilingualism and of the usefulness of home language maintenance for students. In light of these studies, what seems to be clear today is that prior language knowledge is beneficial to the language learning process and that children should be encouraged rather than discouraged from learning languages.

Additional interview questions for this research study were based on *Nevada's English Language Learner Population: A Review of Enrollment, Outcomes, and Opportunities* (Horsford, Mokhtar, & Sampson, 2013) to root it in the State of Nevada. The literature review in Chapter 2 revealed the growing number of ELLs in Nevada, in contrast with the lack of state funding, thus highlighting the grave need for educational measures targeting this population.

The survey for the current study included items on demographics, education and teaching experience, as well as open-ended questions to gather opinions on teachers' language attitudes. This allowed the researcher to build a qualitative and ethnographic data analysis addressing the nature of teacher training and personal experience with languages other than English that could significantly affect teacher attitudes toward first language maintenance and bilingualism.

Role of the Researcher

I served as the sole researcher on this study. A third party (<https://www.rev.com/>) was included in the transcription of the surveys and interviews, but this third party had no bearing on the construction of survey or interview questions. For *Phase I*, I created a 15-minute online survey adapted from Lee and Oxelson (2006) and De Angelis (2011), conducted research, collected and stored data, and created reports using Qualtrics. Qualtrics is a powerful research survey site accessible to UNLV faculty, staff, and students through a university-wide site license. For *Phase II*, I conducted a follow up face-to-face or e-interview with eight participants. Each personal interview was an hour-long. I was solely responsible for data analysis and safe storage of all the collected data. Special attention was paid to minimizing risk to the participants, maintaining privacy, and data confidentiality. As a critical ethnographer, I used the resources, skills, and privileges available to penetrate deeper into the experiences of subjects whose stories are otherwise restrained (Madison, 2011).

Methodology: Critical Ethnography

Borrowing from John Dewey (1993, as cited in Thomas, 2003), Thomas explains critical ethnography is not a theory; rather, it is a perspective that provides deeper understanding about the social world and must be allowed some conceptual unity because it builds on reflective thought of the ethnographer. With regard to the *reflective thought* aspect, I used my conceptual framework as a source of theory and as an explanation of potential outcomes of this study.

Setting

The participants were recruited from UNLV, a premier research institution in the State of Nevada. Due consideration was taken to ensure that participants shared the knowledge base of a Multicultural Education course (2010-2015), for *Phase I*, and, for *Phase II*, were diverse in their

teaching experience, linguistic background, demographics, and education experience. *Phase II* interviews were conducted as soon as data collection for the *Phase I* online survey was completed.

Participants and Rationale for Participant Sample

For the online survey (*Phase I* of this study), the initial sample of participants were recruited by utilizing purposeful sampling. Palinkas, Horwitz, Green, Wisdom, Duan, and Hoagwood (2015) note, “purposeful sampling is widely used in qualitative research to identify and select information-rich cases related to the phenomenon of interest” (p. 533).

The participants were current or former teachers who had taken a Multicultural Education course, CIG 660, at UNLV in the last five years (2010-2015). Palinkas et al. (2015) mention that a narrowly focused purposeful sampling strategy also complements a broader focus probability sample for quantitative analysis, helping to achieve a balance between increasing inference quality/trustworthiness (internal validity) and generalizability/ transferability (external validity) (p. 539).

Additionally, there was a strong rationale for housing this proposed study in Nevada. Per *Nevada’s English Language Learner Population: A Review of Enrollment, Outcomes, and Opportunities* (Horsford, Mokhtar, & Sampson, 2013) despite its higher numbers of ELLs, Nevada has neither support mechanisms for English Language Learner (ELL) education nor standards to guide the educational goals and achievement of its ELL students. Also, the lack of state vision and action plan for ELL education is especially problematic in Nevada (p. 2).

Data Sources, Collection, and Timeline

Online survey. A 15-minute online survey was used to measure teachers’ dispositions. The survey was adapted from Lee and Oxelson (2006) and De Angelis (2011) for several

reasons. The first consideration was that it met the primary objective of collecting information about linguistic dispositions of current or former teachers and how Multicultural Education programs impacted their level of linguistic awareness and preparedness to teach in diverse classrooms. Secondly, the survey analyzed the nature of teacher training as well as how personal experience with languages other than English affected teacher attitudes toward heritage language maintenance and bilingualism.

For the purpose of this research, certain survey questions and language, originally designed for K-12 teachers in California almost a decade ago, was modified to suit the study participants and the 2010-2015 demographics of current and former teachers in Nevada. It is noteworthy that De Angelis (2011) was able to effectively modify Lee and Oxelson's survey to suit the European educational context for use in Italy, Austria, and Great Britain and to identify teachers' beliefs on prior language knowledge of students using a 1-4 Likert scale. This speaks well for the flexibility of the tool.

Prior to Phase I of data gathering, an email request was sent out to professors who taught the Multicultural Education course (CIG 660) at the UNLV College of Education during the 2010-2015-time frame, asking for their assistance in contacting former students to solicit study participants (Appendix H). For *Phase I*, cooperating professors emailed the online survey to former students who have taken CIG 660 between 2010- 2015. The professor's email (Appendix A) informed the participant about the purpose and rationale of the research study and asked for their informed consent. The researcher never taught this course but answered any participant questions regarding the research study via email. This process took place during the Summer/Fall 2016 semester.

Survey adaptations. The survey tool implemented in this proposed research is an adapted and modified version of two studies; one conducted by Lee and Oxelson (2006) and another by De Angelis (2011). Originally, Lee and Oxelson (2006) developed the questionnaire to assess K-12 public school teachers' attitudes towards home language maintenance in California. Their survey used a 1-7 Likert scale rating. They primarily examined issues of concern to local situation, with special attention to heritage language education. Their study also focused on the identification of who is responsible for the teaching of home languages in the California context.

Lee and Oxelson's (2006) survey tool was adapted by De Angelis (2011) to suit the European educational context, with a key concern on identification of teachers' beliefs about prior language knowledge. In this process, response options were shifted to a 1-4 Likert scale and statements were modified or not included according to their contextual relevance. Several new statements and questions were introduced to collect data ranging from teachers' personal information to teachers' interest in languages, frequency of contact with immigrants, and experience with intercultural education seminars.

For the current qualitative study, the two studies by Lee and Oxelson (2006) and De Angelis (2011) emerged as key reference points. The two studies were chosen because of their significantly intersecting concerns about increasing number of linguistically diverse school going immigrant population versus the monolingual education system. The contrasting prevalence of English-only education system displays little awareness about the cognitive benefits of multilingualism and usefulness of home language in the lives of the students and their families. The survey questions were revised to best gather information about language dispositions of current and former teachers who have taken Multicultural Education course. Responses were

rated on 1-5 Likert scale. The study also focused on Nevada because in spite of the significant extent of linguistically diverse demographics here, the state's ELLs are underfunded. The efforts of Nevada compared to other ELL-growth states further reveal the disparate nature and fragmentation of the ELL policy and funding (Sampson & Horsford, 2015). Items with overlapping content were either deleted or combined to form one statement. Further, questions particularly related to California and European contexts were not included. See Table 1 for examples.

Table 1

Survey Adaptation: Examples of Questions Not Included

Survey Adaptation: Examples of Questions Not Included	
Lee and Oxelson (2006)	<ul style="list-style-type: none"> • It is a great idea that students go to heritage language schools (i.e. Saturday Language Schools). • How many students in class attend a heritage language school? • Do you know of any specific heritage language schools in your community?
De Angelis (2011)	<ul style="list-style-type: none"> • For immigrant students who live in the UK, maintaining the home language is not particularly useful

Existing statements were reorganized and new questions were developed to gather detailed demographic information on the participants, generate comprehensive teaching profiles of the participants, learn more about their linguistic backgrounds, and collect subjective responses via open-ended questions.

Table 2

Survey Adaptation: Examples of Reorganized and New Questions

Survey Adaptation: Examples of Reorganized and New Questions
<ul style="list-style-type: none"> For the purpose of this survey do you categorize yourself as: <input type="checkbox"/> Monolingual <input type="checkbox"/> Bilingual (Specify languages) _____ <input type="checkbox"/> Multilingual (Specify languages) _____
<ul style="list-style-type: none"> Race/Ethnicity <input type="checkbox"/> Asian American/Asian/Asian Pacific American/Pacific Islander/Other: _____ <input type="checkbox"/> Bi-racial/-ethnic/Multi-racial/-ethnic: _____ <input type="checkbox"/> Black/African/Black American/African American/French or English Speaking Caribbean Islander/Other: _____ <input type="checkbox"/> Indigenous/Native American/American Indian/Alaskan Native/Other: _____ <input type="checkbox"/> Latinx/Mexican/Mexican American/Chicanx/Puerto Rican/Central American/South American/Spanish or English Speaking Caribbean Islander/Hispanic/Other: _____ <input type="checkbox"/> Middle Eastern American/Middle Eastern/Other: _____ <input type="checkbox"/> White/European/White American/European American/Caucasian/Other: _____

The benchmark studies previously described were comprised of one phase only, i.e. survey, but for the current critical ethnography, a second phase was added to the data collection process. This Phase incorporated an hour long face-to-face or e- interview, pre-scheduled with participant, in a College of Education conference room at UNLV located at: 4505 S. Maryland Pkwy, Las Vegas, Nevada, 89154. For Phase II, Criterion-i sampling was used to select participants from the existing pool of Phase I participants. Criterion- i sampling assured that those who met or exceeded a certain criterion had personal knowledge by virtue of their experience, hence making them information-rich cases. Participant selection for Phase II was based on the following criteria:

- Participants completed the 15-minute online survey (Phase I).
- Participants expressed willingness to participate in Phase II, and

- Participants were filtered based on their demographics, linguistic and cultural diversity, teaching experience, and language dispositions.

Portions of the survey tools from the benchmark studies were embedded in the interview sessions, as well as new sections on Multicultural Education, Multicultural Education course experience, and Nevada demographics were added in order to develop an information rich qualitative analysis.

Survey piloting process. Piloting the research survey tool was a vital step implemented during Fall 2015, which allowed for the preliminary testing of the survey items and study hypotheses. Dr. Marilyn McKinney offered her literacy class of 18 students as pilot subjects; however, there were several other reasons for the selection of this piloting site. First and foremost was the desire to put the adapted survey tool into practice and get constructive feedback about language and the content of the questions. This facilitated the identification of any difficulties that future participants might encounter while completing the online survey, such as the flow and order of items, and any editing oversights. Secondly, the piloting process also generated a better understanding of any assumptions that I might have had while designing the questions. Student participation in the pilot testing was voluntary and they had the option to quit at any point.

Valuable suggestions from this process revealed unanticipated problems and provided an opportunity to redesign parts of the study to overcome difficulties encountered by respondents. Certain questions were also added as pilot study participants offered new ideas and approaches that potentially increased the chances of getting clearer findings in the actual study, for example:

- Participation in out-of-school language instructional activities should be encouraged as a strategy for maintenance of home language.

- Anything else you want to add?

The process also permitted a thorough check of item language, which led to language revisions that better studied the context of research questions, and avoided repetition of ideas. Some examples follow:

- In class, I encourage students to share their home language and culture every chance I get.
- In your opinion, what percentage of your students in the current or most recent academic year speaks a language other than English at home?
- Do you think first language maintenance is important for children who speak English as a second language? Why or Why not?

A deeper understanding of the multicultural background of participants called for language modification to make the survey more inclusive. For example

- Race/Ethnicity

_____ Asian American/Asian/Asian Pacific American/Pacific Islander/Other: _____

_____ Bi-racial/-ethnic/Multi-racial/-ethnic: _____

_____ Black/African/Black American/African American/French or English Speaking Caribbean Islander/Other: _____

_____ Indigenous/Native American/American Indian/Alaskan Native/Other: _____

_____ Latinx/Mexican/Mexican American/Chicanx/Puerto Rican/Central American/South American/Spanish or English Speaking Caribbean Islander/Hispanic/Other: _____

_____ Middle Eastern American/Middle Eastern/Other: _____

_____ White/European/White American/European American/Caucasian/Other: _____

- Preferred Gender Pronouns

___ She/Her/Hers

___ He/Him/His

Yet another important revelation from the piloting process was that participant responses could sometimes be guarded, predictable, and intended to minimize negative feelings or blame. This led to a realization that Phase II interview questions must be written, and organized in a way that minimized the likelihood of such defensive postures.

Research timeline: Proposed process versus final implementation. Table 3 provides a brief outline of the final timeline for the data collection and analysis of this study.

Table 3

Proposed and Final Research Timelines

Proposed Timeline	Final Timeline and Action
February, 2016	<ul style="list-style-type: none"> • Develop online survey questions and interview questions.
February-April, 2016	<ul style="list-style-type: none"> • Process IRB: Submission, revisions, and approval.
June– July, 2016	<p>June 11, 2016– October 8, 2016</p> <ul style="list-style-type: none"> • Recruit and consent participants for survey. • <i>Phase I:</i> Email 15-minute online survey. • Recruit and consent participants for interview. • <i>Phase II:</i> Conduct personal interviews.
August – November, 2016	<p>October 10 – December 10, 2016</p> <ul style="list-style-type: none"> • Data analysis and study completion.
December 2016- March 2017	<p>December 12, 2016 - March 10, 2017</p> <ul style="list-style-type: none"> • Writing dissertation analysis.

Conducting research is an exhaustive learning process, especially when it is time to put ideas into action and start the actual data collection phase. Ideally, the dissertation process has a very logical flow where the research topic follows selection of a committee, taking

comprehensive exams, submitting a proposal, and, finally, conducting a successful dissertation defense. But in the real world, there are unforeseen roadblocks that slow down overall progress and the cost is paid in terms of time, as can be seen in Table 3 above.

On occasion, the time lapse in completing this research maybe attributed to delays in receiving email responses from people of interest who had originally committed to soliciting participants from their former or current students. The unavailability of contact information (UNLV listserv) for most of the students who took CIG 660 between 2010 -2013 and had already graduated created another obstacle by limiting access to a larger group of participants. In short, gaining access to conduct the research had its own challenges.

With immense guidance and support from Dr. Emily Lin (Chair, Department of Teaching and Learning), Jovita Bayuga (Graduate Programs Administrative Coordinator), and Dr. Christine Clark (Committee Chair) the online survey was initially distributed on June 11, 2016. The participant response time for completed surveys was as slow and time consuming as was initiating the survey, possibly due to the onset of Summer III semester, when participants were either not in session (formally) or were away for a break. The timeline stretched even further due to the beginning of Fall semester as potential participants were perhaps overwhelmed with new work assignments. However, constant contact was maintained by sending out interview participation requests and follow-up interview scheduling emails to the candidates who expressed their willingness to participate in Phase II of the study. Upon analyzing the practical difficulties that hampered participants from being able to meet face-to-face (as proposed), another accommodation was made during the process of data collection and they were invited to e-interview sessions. This flexibility did yield positive results.

Even though a good number of surveys were filled out and approximately 10 participants were willing to sit for the interview, there were not a sufficient number of people who were finally interviewed due to scheduling issues. Consequently, the whole process of establishing initial contact with new participants was repeated: sending out new survey invitations, emailing interview invitations to interested participants, and scheduling final interviews. The response rate for the second round was still insufficient so I ultimately resorted to Convenience Sampling for additional recruitment, as opposed to the initially proposed strategy of purposeful sampling. Verbal invitation was extended to potential participants on September 20th 2016 at a Cultural Studies International Education and Multicultural Education (CSIEME) meeting. Though there were a few sign-ups at the event, there were no final participants. This led to the third round of purposeful sampling following the original procedure. Appendix H presents a detailed layout of various data collection timelines followed for the successful completion of this research. The study finally emerged data rich with a total of 40 completed online surveys followed by eight face-to-face or e-interviews with linguistically and culturally diverse participants.

Data Analysis and Interpretation

A major factor in the data analysis was the conceptual framework outlined in Chapter 1. The collected data was analyzed through the lens of intersectionality, looking for instances where language dispositions intersect with participants' own linguistic and cultural diversity and with their teaching experience. Data was also analyzed in terms of current and former teachers' awareness of language dispositions. All qualitative data collected from the online survey and face-to-face or e-interviews were screened for emergent themes and patterns. Table 4 illustrates the data collection analysis, research questions aligned with the corresponding data source(s), data source(s) time and administration, participant(s), and analysis tool(s).

Table 4

Data Collection Analysis

Research Question	Data Source	Time & Administration	Participants	Analysis
How taking a Multicultural Education course mediates current and former teachers' language dispositions towards their linguistically diverse students?	<p>Phase I: Online Survey</p> <p>Phase II: Face-to-Face or e-interviews:</p> <p>Audiotape of interactive 1- hour interview sessions</p>	<p>Online Survey: 15- Minutes</p> <p>June 11 –Oct. 5, 2016</p> <p>Face-to-Face or e-interviews:</p> <p>1 hour During August-October, 2016</p>	<p>Online Survey:</p> <p>41 participants</p> <p>Face-to-Face or e-interviews:</p> <p>8 participants</p>	<p>For Phase I: Generated result sheets via Qualtrics</p> <p>For Phase II: Hand coded interviews of current & former teachers</p> <p>For Both Phases:</p> <ul style="list-style-type: none"> • Identified patterns • Grouped patterns • Created MS-word table • Applied Culturally Responsive Pedagogy, • Critical Social Theory, • Linguistically Responsive Teaching Environment approach, and • Postcolonial Lens
After taking a Multicultural Education course, how do teachers' language dispositions impact their thinking and behavior when teaching the linguistically diverse students?	<p>Phase II: Face-to-Face Interviews or e-interviews:</p> <p>Audiotape of interactive 1 hour interview sessions</p>	<p>Face-to-Face Interviews or e-interviews:</p> <p>1 hour During August-October 2016</p>	<p>Face-to-Face Interviews or e-interviews:</p> <p>8 participants</p>	<p>For Phase II: Hand coded interviews of current & former teachers</p> <p>For Both Phases:</p> <ul style="list-style-type: none"> • Identified patterns • Grouped patterns • Created MS-word table • Applied Culturally Responsive Pedagogy, • Critical Social Theory, • Linguistically Responsive Teaching Environment approach, and • Postcolonial Lens

After taking a Multicultural Education course, do teachers who can call on their own identities of linguistic and cultural diversity have an easier time identifying with their students from diverse backgrounds?	<p>Phase I: Online Survey</p> <p>Phase 2: Face-to-Face Interviews/ e-interviews:</p> <p>Audiotape of interactive 1 hour interview sessions</p>	<p>Online Survey: 15- Minutes</p> <p>June 11th- October 5th 2016</p> <p>Face-to-Face Interviews/ e-interviews:</p> <p>1 hour During August-October 2016</p>	<p>Online Survey:</p> <p>40 participants</p> <p>Face-to-Face Interviews/ e-interviews:</p> <p>8 participants</p>	<p>For Phase I: Generated result sheets via Qualtrics</p> <p>For Phase 2: Hand coded interviews of current & former teachers</p> <p>For Both Phases:</p> <ul style="list-style-type: none"> • Identified patterns • Grouped patterns • Created MS-word table • Applied Culturally Responsive Pedagogy, • Critical Social Theory, • Linguistically Responsive Teaching Environment approach, and • Postcolonial Lens
How can teachers' language dispositions better facilitate inclusion of language and linguistic diversity in diverse classrooms for a holistic education experience?	<p>Phase II: Face-to-Face Interviews/ e-interviews:</p> <p>Audiotape of interactive 1 hour interview sessions</p>	<p>Face-to-Face Interviews/ e-interviews:</p> <p>1 hour During August-October 2016</p>	<p>Face-to-Face Interviews/ e-interviews:</p> <p>8 participants</p>	<p>For Phase II: Hand coded interviews of current & former teachers</p> <p>For Both Phases</p> <ul style="list-style-type: none"> • Identified patterns • Grouped patterns • Created MS-word table • Applied Culturally Responsive Pedagogy, • Critical Social Theory, • Linguistically Responsive Teaching Environment approach, and • Postcolonial Lens

Ethical Considerations

This research study had human participants. In accordance with all laws and regulations regarding such research, the researcher adhered to all protocols intended to protect participants from potential risk. The Institutional Review Board (IRB) at the UNLV approved this study and all participants were informed of their rights through the informed consent process. Participants' identities were protected and pseudonyms were attached to each record for use in data collection, analysis, and reporting. There was no serious risk to the participants for this proposed study. However, dealing with topics such as language, culture, teacher dispositions, deficit perspectives of teaching, and handling diversity in the classroom can often be uncomfortable for individuals to discuss openly. It is highly unlikely that participants in this study came to any harm during their participation or as a result of this study. If, for any reason, a participant experienced discomfort or uneasiness in answering questions, it would likely have been minimal and was alleviated by skipping a question, ending the interview, or even leaving the study.

All data collected was kept in a locked file in the researcher's UNLV office and on a Wi-Fi-disabled laptop computer to ensure that, even though masked as to participant identity, it also could not be extracted electronically. Information recorded and collected remained on the password-protected laptop and the laptop was safely kept in the Principal Investigator's office with the exception of times it is used during the data collection, and for travel to and from the data collection site. All data associated with this research study was handled with confidentiality; it will be stored for three years and destroyed thereafter.

For the interviews, information was recorded as a single electronic interview note and stored on a password-protected laptop in the possession of the researcher. All audio-recorded

data was transcribed with the help of a third party (<https://www.rev.com/>) who had no knowledge of the content of this research and transcripts were later transferred to a password protected and Wi-Fi disabled laptop.

Limitations and Impact

Recognizing that this proposed research had a personal connection to my experiences, I acknowledge that I may have brought my own biases to the data analysis. While I was aware of this limitation, I was also certain that I had a critical ideology and reflective capacity that would mitigate such impact on my study. These same factors also provided a driving force that motivated me to complete the research.

The small sample size might be seen as a limiting factor but it may also be argued that this purposeful sample is not intended to support generalizations. Rosenthal (1994, as cited in Suri, 2011) states that research retrieved through purposeful sampling is “likely to be biased towards the beliefs prevalent among these key researchers” (p. 4). However, since this study did seek to create awareness about mainstream teachers’ language dispositions and their intersection with teaching LDL, it is also hoped that, in future, those who read this study will be able to translate the findings into their own teaching experiences and language dispositions in terms of being linguistically responsive.

While there were no direct benefits to the participants in this study, it is possible and desirable that the research empowered the current and former teachers to become more self-reflective and self-analytical about their own dispositions, attitudes, beliefs, and behavior towards students with linguistic diversity.

Significance of the Study

There are several possible benefits that could follow from the successful completion of this study.

Filling Gaps

Lee and Oxelson (2006) assert, “there has been little, if any, research conducted on teachers’ attitudes towards students’ heritage language maintenance for the purpose of promoting additive bilingualism...heritage language learners and their needs, for the most part, have been invisible in schools” (p. 456). By analyzing teachers’ dispositions, this study expects to re-affirm the significance and prestige of first languages in mainstream classrooms for linguistically diverse learners, who have historically been marginalized.

Contribution to Existing Research

The U.S. education policy has failed to actualize any peaceful co-existence of multiple languages among the growing number of linguistically and culturally diverse students in the classroom; on the contrary it stigmatizes speaking languages other than English, effectively maintaining the hegemonic power of English. Given the current situation, this research intended to study how teacher dispositions could facilitate better inclusion of language and linguistic diversity in diverse classrooms for a holistic education experience.

Delivering Quality Education

The findings of this study may also lead to better teacher education programs and improved Multicultural Education curriculum that will, in turn, encourage mainstream teachers to use linguistically responsive pedagogical practices towards creation of more inclusive teaching environments. The research might prove beneficial by offering evidence for the importance of including teacher dispositions as a component of teacher preparedness. Towards

that end, teacher education programs need to consider what the role of a teacher should be in facilitating a Linguistically Responsive Teaching Environment (LTRE). This study is an attempt to answer this call. This study may re-affirm that Culturally Responsive Pedagogy (CRP) and Critical Social Theory (CST), together can enhance a teacher's understanding of linguistically diverse learners' first language (L1) as a form of prior knowledge that can usefully be leveraged to establish a Linguistically Responsive Teaching Environment (LRTE) (quality education) across the curriculum.

CRP is a transformative teaching approach, which allows educators to facilitate the development of a healthy and culturally relevant classroom. To achieve this, teachers must develop respectful linguistic dispositions and envision L1 as a resource that can open lines of communication for meaningful connections, thus creating a comfortable, safe learning environment for language minority students. CST is a relatively new concept in education that envisions all students can learn and that the skills learned in L1 are transferable when learning L2, provided that teacher dispositions are linguistically inclusive.

Hence, a LRTE may emerge and prevail if teachers develop transformative knowledge and skills to look beyond the complexities of physical characteristics, treat different students differently, and maintain critical awareness towards counterproductive linguistic dispositions. Overall, the theory, methodology, and the conceptual framework of the research have the potential to empower teachers to become self-reflective and self-analytical about their own dispositions, attitudes, beliefs, and behavior towards students with linguistic diversity

Chapter Summary

This chapter provided methodology details for the study of current and former teachers' language dispositions. The goal of this study was to answer the question: how taking a

Multicultural Education course mediates teachers' language dispositions? The question will be further analyzed through three ancillary questions: (a) After taking a Multicultural Education course, how do teachers' language dispositions impact their thinking and behavior while teaching linguistically diverse learners? (b) After taking a Multicultural Education course, do teachers, who can call on their own identities of linguistic and cultural diversity, have an easier time identifying with their students from diverse backgrounds? and (c) How can teachers' language dispositions facilitate better inclusion of language and linguistic diversity in diverse classrooms for a holistic education experience?

This research followed a critical ethnography design that consisted of two phases. In Phase I a 15-minute online survey was deployed to current and former teachers who have taken a Multicultural Education course, CIG 660, at UNLV in the last five years (2010-2015). In Phase II, a subset of Phase I candidates participated in an hour-long face-to-face or e-interview. Participants for this phase were selected based on their willingness to participate in the interview, the completion of Phase I, and their demographics, linguistic and cultural diversity, teaching experience, and language dispositions. Data was analyzed through multiple perspectives in the conceptual framework mentioned in Chapter 1 and through emerging themes and patterns. The all-encompassing theme for this proposed research was to study the impact of teachers' language dispositions on classroom practices, maintaining linguistically diverse learners' first language and, consequently, the value of addressing disposition as an important criterion of preparedness to teach linguistically diverse learners.

CHAPTER 4: RESEARCH FINDINGS AND ANALYSIS

Introduction

The previous chapters outlined the rationale, theoretical framework, conceptual framework, empirical review, and methods utilized for this critical ethnography. Specifically, Chapter 1 provided an overall introduction to this research, Chapter 2 explored a literature review that deeply informed and guided the study, and Chapter 3 presented the detailed manner in which this study was conducted. Following this, a variety of data were collected and analyzed using online survey (Phase I) and face-to-face or e-interviews (Phase II) to address the research questions.

Data for Phase I was analyzed using Qualtrics and, for Phase II, the data was manually coded using content analysis, followed by domain analysis by using ATLAS.ti, a computer-assisted qualitative data analysis (CAQDAS) software to support textual interpretation. Hence, this chapter deliberates on various findings of the study and the different ways they were systematically analyzed to uncover and consolidate the hidden complexities and patterns among various codes, sub-codes, and categories.

Restatement of the Purpose of the Study

The purpose of the research was to examine how taking a Multicultural Education course mediates teachers' language dispositions. This study also focused on how former and current teachers' linguistic dispositions impacted their in-class thinking and behavior towards LDLs and whether a teachers' own background played a vital part in identifying with the students of their own background. Additionally, this study sought to understand if teachers' linguistic dispositions played any part in better facilitating inclusion of LDLs for a holistic education experience and, if so, how.

Restatement of the Research Questions

This study was guided by one main question and three ancillary questions. The main question guiding this research was: *How taking a Multicultural Education course mediates current and former teachers' language dispositions towards their linguistically diverse learners?*

Further, the research also focused on three ancillary research questions:

1. How, after taking a Multicultural Education course, do teachers' language dispositions impact their thinking and behavior while teaching linguistically diverse learners?
2. After taking a Multicultural Education course, do teachers who can call on their own identities of linguistic and cultural diversity, have an easier time identifying with their students from diverse backgrounds?
3. How can teachers' language dispositions facilitate better inclusion of language and linguistic diversity in diverse classrooms for a holistic education experience?

In total these questions informed the study, the process of data collection, and the analysis of results.

A Brief Review of Research Process

The study incorporated two phases of data collection: Phase I, an online survey, and Phase II, face-to-face or e-interviews for which pseudonyms were assigned to the participants in order to remain anonymous. For Phase I, the participants were determined based on purposeful sampling of current and former teachers who have taken a Multicultural Education course (CIG 660) in the last five years (2010-2015) at UNLV. Qualtrics, a web-based software was used to support the creation, collection, and analysis of this data.

The data thus collected in Phase I included participants' demographic information, teaching profiles, numeric Likert scale inputs in percentages, and open-ended responses about

teachers' language dispositions. Qualtrics was used to generate a word-doc analysis report that incorporated data tabulation, pie-chart analysis, and compilation of responses from all 40 completed surveys. The initial analysis of Phase I was instrumental in reaching out to the participants for Phase II, a one-hour-long face-to-face or e-interview. The initial analysis highlighted 8 participants who met the following criteria:

- Participants completed the 15-minute online survey (Phase I).
- Participants expressed willingness to participate in Phase II, and
- Participants were selected to represent a range of demographics, linguistic and cultural diversity, teaching experience, and language dispositions.

For Phase II, participants were contacted based on purposeful and convenience sampling; the interviews of eight participants were audio recorded with the informed consent of the participants. The pseudonyms assigned to the participants for Phase II (in the order of interviews conducted) were Patty, Danny, Kia, Ani, Tia, Lee, Audry, and Dory. All participants were demographically diverse and equally representative of both the dominant and non-dominant groups of current and former teachers in the State of Nevada. Linguistically, the participants included monolingual, bilingual, and multilingual speakers.

For analysis purposes, interviews were transcribed with the help of a third party who had no knowledge of the research and the people involved in this research. The transcribed data was then coded using content analysis and domain analysis, which was later entered into ATLAS.ti, qualitative analysis software, to explore and methodically examine the complex patterns hidden in the unstructured data thus collected.

Situating the Results within the Data Analysis Tools: Using Content Analysis and Domain Analysis

Data analysis for this qualitative portion of the research consisted of collecting, preparing, and organizing data for analysis, then reducing the themes through the process of coding, condensing the codes even further to reduce redundancy, and finally representing the data through figures, tables, and discussion (Creswell, 2013). The process of sensitizing concepts was very helpful for refining the study data. This qualitative research was loosely aligned with presuppositions (in the research questions) and a priori theories, but remained open to issues that emerged as salient throughout the research journey. In this way, the interpretive qualitative research funneled the specific issues that may help explain important theoretical and practical questions (Tracy & Martin, 2013). The first step of data analysis took the focus back to the research questions, where they were analyzed to filter for key concerns and terms. While in the process of line-by-line data coding for both Phase I and Phase II, a total of 52 codes and sub-codes were developed.

To be precise, content analysis proved instrumental for the initial coding of the large amount of data collected during Phases I and II. Hand coded 3 x 5 comment cards were generated from the textual data in order to identify, develop, and explain themes, codes, and sub-codes from the research questions and responses. This qualitative analysis used both inductive and deductive strategies, following the *Three Cs of Analysis* by Litchman (2012).

For initial coding, a large number of codes, code definitions, and code examples were developed, some of which were filtered or collapsed due to redundancy. Later, certain codes surfaced as major categories, hence the smaller associated code moved along as subcodes. Upon revisiting the categories and identifying even more critical elements, concepts were developed to

reveal more logically rich analysis than the loosely formed initial ideas.

Table 5 illustrates how certain codes and sub-codes were systematically defined, explained with in-text examples from the collected data, and exclusions were laid-out to make code and sub-code definitions more explicit.

Table 5

Code and Sub-code Illustration

<p>Code Name: Multicultural Education</p> <ul style="list-style-type: none"> • Definition: Multicultural Education Course CIG 660. Promotes critically inclusive philosophy, experience, anti-bias teaching practices, diverse perspectives, culturally/linguistic responsiveness. • Example: Phase I and Phase II related questions • Excludes: Non- Multicultural courses and all courses except CIG 660
<p>Code Name: Teacher Disposition</p> <ul style="list-style-type: none"> • Definition: Belief, attitude, perspective, practical advice, encouraging parents, teachers' efforts and approach towards LDLs and L1, language responsiveness • Example: Phase I and Phase II related questions • Excludes: English-only policy limitations <p>Sub Code: Value Added</p> <ul style="list-style-type: none"> • Definition: Positive associations to L1 and LDLs, equity based expectations of LDLs, L1 as an asset, Bi/multilingualism as an added benefit, Cognitive benefits of L1, beneficial for workforce • Example: Phase I and Phase II related questions • Excludes: Deficit perspective <p>Sub Code: Deficit Perspective</p> <ul style="list-style-type: none"> • Definition: Negative associations to L1 and LDLs, lower expectations of LDLs, L1 as a disadvantage, detrimental to academic progress. • Example: Phase I and Phase II related questions • Excludes: Value added perspective
<p>Code Name: Responsibility/ Expectation</p> <ul style="list-style-type: none"> • Definition: Primary institution or person to be held accountable to maintain L1 of LDLs, shared burden, take action, varies with varying context • Example: Phase I and Phase II related questions. • Excludes: Unaccountability, not to be blamed <p>Sub Code: School</p> <ul style="list-style-type: none"> • Definition: Educational institutions, elementary, middle, higher education organizations, teaching to LDLs needs in mainstream classrooms, have a pre-defined curriculum • Example: Phase I and Phase II related questions • Excludes: Home school, Arts schools

<p>Sub Code: Teacher</p> <ul style="list-style-type: none"> • Definition: Educator, formally trained through teacher training programs and has particularly taken CIG 660 in last five years (2010-2015), school employee who teaches mainstream courses, current (in job) or former (out of job) • Example: Phase I and Phase II related questions • Excludes: informal home tutor, parent-child education model, siblings teaching each other, school administration and principal <p>Sub Code: Parents</p> <ul style="list-style-type: none"> • Definition: Biological parents, guardians, step-parents, foster parents, caretaker, governess, grandparents, family and god-parents • Example: Phase I and Phase II related questions • Excludes: Temporary baby sitters, child care facilities
<p>Code Name: Accommodations</p> <ul style="list-style-type: none"> • Definition: Material modifications to reach out to the learning capacities of LDLs, inclusive teaching activities that are linguistically responsive, audio/visual/translation. • Example: Phase I and Phase II related questions • Excludes: Similar or general classroom activities or teaching material based on principle of equity

To carry out domain analysis, ATLAS.ti was used to add texture, depth, and reliability. Domain analysis is a process of producing domain models using a system software method. This helped in keeping track of the otherwise hand-coded data by enabling color coding, easy accessibility of related quotations within and across documents, and development of attractive graphic data networks that were in sync with the theoretical and conceptual understanding of the study. ATLAS.ti generated semantic code relationship networks and code document tables that provided code frequency count analysis. This further offered an alternative lens for understanding the research synthesis and exploring the developing theme analysis of the empirical research findings. In the words of Onwuegbuzie, Leech, & Collins (2012) this ethnographic analyses, developed by Spradley in 1979, “stems from the assumption that informants have cultural knowledge, and by examining systematically an informant’s words (i.e., folk terms) and context, one can see the relationships among the parts” (p.17).

Detailed Tabulation of Survey and Interview Questions to Help Answer Research Questions

Qualitative research is an iterative process. For an in-depth study of relationships, patterns, and overlapping concerns in this research, the survey and interview questions were scrutinized and filtered to best answer the main and ancillary research questions. Table 6 presents a detailed breakdown of survey and interview questions to facilitate the process of specifically answering research questions that guided the study.

Table 6

Detailed Tabulation of Survey and Interview Questions to Answer Research Questions

<i>Research Questions</i>	<i>Survey Questions</i>	<i>Interview Questions</i>
<p><i>Main Question:</i></p> <p><i>How taking a Multicultural Education course mediates current and former teachers' language dispositions towards their linguistically diverse learners?</i></p>	<ul style="list-style-type: none"> • Parents / family must do more to help their child maintain their first language. • Frequent use of the home language delays the learning of English. • Students who know several languages achieve better academic results across subject areas. • Maintaining home language also helps students maintain their home culture. • Have you ever taken a Multicultural Education course? When and where? • Do you think first language maintenance is important for children who speak English as a second language? Why or why not? • What, in your opinion, is the teacher's role in students' home language maintenance? Give suggestions. 	<ul style="list-style-type: none"> • Share your Multicultural Education teaching philosophy. How do you incorporate it into your daily instruction? • Describe any multicultural, language awareness classroom practice(s) you have used in the past and how you would ensure equity among your students. What language strategies would you use to enhance students' writing skills? • Becoming multilingual and multicultural is often an exhilarating experience, but it can also be uncomfortable and challenging because it decenters your world. How would you explain your Multicultural Education experience? • What is your overall perception of the program for ELLs at school? Do you feel that the objectives are met? • How would you define

	<ul style="list-style-type: none"> • Proficiency in home language helps students in their social development. • Maintenance of home language is the key to maintaining and strengthening family ties. • Maintenance of home language is essential in keeping channels of communication open with parents. • Heritage language/First language maintenance is too difficult to achieve in our society 	<p>multiculturally diverse classrooms?</p> <ul style="list-style-type: none"> • As a current or former teacher, do you think home language maintenance is important for children from linguistically diverse backgrounds? Why or why not?
<p><i>Ancillary Question 1:</i></p> <p><i>After taking a Multicultural Education course, how do teachers' language dispositions impact their thinking and behavior when teaching the linguistically diverse learners?</i></p>	<ul style="list-style-type: none"> • It is valuable to be multilingual in our society. • I encourage parents to speak English at home because I believe it will help their children learn English faster. • I make an effort to learn at least some words in my students' first language. • In class, I encourage students to share their home language and culture every chance I get. • I appreciate that my students know another language and have another culture. • In my teaching, I do not usually make reference to students' first language or home culture. • I offer practical advice to students who wish to maintain their first language. • It is a teacher's responsibility to help students maintain their home language. • I would like to be more informed about students' home language and culture. 	<ul style="list-style-type: none"> • Did taking a Multicultural Education course (in this case CIG 660) help you become knowledgeable about the diverse perspectives on historical and current events within different ethnic, racial, language, and cultural communities? • Did taking a Multicultural Education course (in this case CIG 660) help you develop the knowledge and skills needed to modify your instruction so that students from diverse and language groups could have an equal opportunity to learn in their classrooms? • As a current or former teacher, do you think it is unreasonable to expect a mainstream teacher to teach a child who does not speak English? Why or why not? • As a current or former teacher, do you think having a non- or limited-English proficient student in the classroom is detrimental to the learning of other students? • The modification of coursework

		<p>for ESL students would be difficult to justify to other students. Why or why not?</p> <ul style="list-style-type: none"> As students are learning English, what do you see as the role of their native language (or dialect) in learning English, if any?
<p><i>Ancillary Question 2:</i></p> <p><i>After taking a Multicultural Education course, do teachers who can call on their own identities of linguistic and cultural diversity have an easier time identifying with their students from diverse backgrounds?</i></p>	<ul style="list-style-type: none"> Teachers should encourage students to maintain their home language. Encouraging the students to maintain their first language will prevent them from fully acculturating into the dominant/mainstream society. 	<ul style="list-style-type: none"> What are your perspectives and beliefs towards diversity in classroom? What shapes your perspectives or beliefs? Please explain and give me an example from your teaching experiences? What, if any, experience have you had working with linguistically diverse students in your class? What, if any, role do you think your students' home languages play in their interaction with you or their understanding of the content being taught? Describe your experience while teaching students who are non-native English speakers. How do you feel your own background affects your teaching of students who are not from your racial and language background? How do you perceive that your teacher education program has prepared you to teach effectively in a culturally diverse classroom? What kind of personal and professional experiences have affected your perception of teaching culturally diverse students, if any?
<p><i>Ancillary Question 3:</i></p> <p><i>How can teachers'</i></p>	<ul style="list-style-type: none"> Schools should be invested in helping students maintain their first/home language and home culture. 	<ul style="list-style-type: none"> As a current or former teacher, what do you think is the teacher's role in student's home language maintenance?

<p><i>language dispositions better facilitate inclusion of language and linguistic diversity in diverse classrooms for a holistic education experience?</i></p>	<ul style="list-style-type: none"> • Participation in out-of-school language instructional activities should be encouraged as a strategy for maintenance of home language. • Teachers, parents, and students must work together to help students maintain their home language. • Schools should offer professional development activities aimed at raising teacher awareness about students' home language and culture. 	<ul style="list-style-type: none"> • Can you talk about the linguistic accommodations and modifications you have instituted in your classroom to mirror the linguistic diversity, linguistic sensitivities, and linguistically appropriate ways of learning and providing resources for your students? • “Nevada is home to the highest density of children (31 percent) who do not speak English as their first language” (<i>Migration Policy Institute, 2010</i>). In light of this statement do you think mainstream teachers should be required to receive pre-service or in-service training to be prepared to meet the needs of linguistic minorities? • Tell me about your assessment methods and whether you adapt these methods to your students' differences. Give examples. • Do you use a variety of assessment devices to ensure that students from diverse language groups meet rigorous standards in the academic subjects? • Approximately how many staff development hours have you taken that dealt specifically with language minority students? • What types of preparation have you had to teach English Language Learners /dialect speakers? (at pre-service level? In-service? Experience?) • What activities do you think promote language development? • Do you feel you need to adapt any materials or means of instruction to meet the needs of your linguistically diverse students?
---	--	---

Phase I: Online Survey

The purpose of conducting Phase I, the online survey, was to facilitate the process of reaching out to a larger group of current and former teachers who had taken CIG 660 within the last five years (2010-2015) to help answer the research question: How taking a Multicultural Education course mediates teachers' language dispositions? This short 15-minute online survey was designed using Qualtrics and was distributed and re-distributed at different times, starting in June, 2016 (Appendix H: Timeline). A comprehensive analysis of the survey will be discussed under the following sub-headings.

General Demographics

Demographics such as race/ethnicity, age, gender, language, highest level of education, and teaching related experience/ subjects/ grade level/ ESL support are important to this study as they reveal the quantifiable statistics about the population studied, which later reflect on the direction and outcome of the qualitative research analysis. Primarily, Phase I analysis revealed that, out of the 40 total participants who completed the survey, 68 % were females and 32 % were males (Appendix I); participants belonged to various age groups, with the majority being in the bracket of 25-34 years of age (Appendix J).

Descriptive statistics of education levels show 62% of participants obtained a Master's degree, followed by Post Graduate (14%), Doctorate (11%), and Bachelor's degrees (8%), which speaks to the knowledge quotient of the people who participated in this study. Current and former teachers' teaching experience, for those who taught various mainstream subjects (Appendix K), at high school and above, ranged from 1 to 28 years (between 1988- 2015). Amongst these current and former teachers only 8% had some bilingual education experience and only 16% had English as Second Language (ESL) teaching experience, despite having, on

average, classrooms where 50% of students came from homes where English was not the first language.

Racial and Ethnic Diversity

Table 7 shows that, according to the survey data, participants were racially/ethnically diverse (Appendix L). Fifty-four percent of participants identified themselves as ethnically White, and the remaining 46% identified themselves as racially/ethnically diverse. These are important figures as they speak to the inclusionary approach of the study that values the opinion of ethnically dominant and non-dominant groups of mainstream teachers.

Table 7

Phase I- Racial/Ethnic Diversity

Race/Ethnic Diversity	Participant %
Asian American/Asian/Asian Pacific American/Pacific Islander/Other:	14%
Bi-racial/-ethnic/Multi-racial/-ethnic:	8%
Black/African/Black American/African American/French or English Speaking Caribbean Islander/Other:	8%
Indigenous/Native American/American Indian/Alaskan Native/Other:	3%
Latin/Mexican/Mexican American/Chicanx/Puerto Rican/Central American/South American/Spanish or English Speaking Caribbean Islander/Hispanic/Other:	8%
Middle Eastern American/Middle Eastern/Other:	5%
White/European/White American/European American/Caucasian/Other:	54%

Linguistic Diversity

Linguistically, the research participants for Phase I were a fairly diverse group as well. The linguistically diverse group (both bilingual and multilingual) had knowledge of a variety of languages such as Chinese, French, Hindi, Gujarati, Japanese, Russian, Sahaptian Hawaiian, Spanish, Tagalog, Taiwanese, and Ukrainian. The linguistically diverse population (Table 8)

comprised approximately 33% of participants, with 67% of the total participants reporting they were monolingual.

Table 8

Phase I- Linguistic Diversity

Reported Linguistic Diversity	% of Participants
Monolingual	67%
Bilingual	19%
Multilingual	14%

Phase I: Emerging Patterns

This section of the study presents a detailed analysis of relationships between key elements and themes that shaped conclusions and explained findings of the study. These emerging patterns were supported by data collected during Phase I and Phase II. All salient data are accounted for in the findings.

Table 9 shows that more than half of the participants (57%) agreed that it is the schools' responsibility to invest in helping students maintain their first language and home culture (Q #18) however, only 20% agreed that it is a teacher's responsibility to help students maintain their home language (Q #1). Answering Q#1, participants mentioned, "schools should offer dual language programs" to help LDLs maintain their L1. Another participant, while responding to Q# 18 emphasized, "I do not believe it is the role of a teacher to preserve an individual's language, it is the role of the parents and family. If they believe it is important, they should strive to maintain the language." Other participants agreed that it is more the family's responsibility to maintain students' L1 because "the teacher can only encourage the use of the language but cannot do much beyond that" and "the teacher should not be involved" in this process. Another

participant commented, “first language maintenance should be the responsibility of the family not the teacher. However, teachers can assist with strategies for making the connections between the two languages....”

Table 9

Schools' Responsibility

Survey Questions	Strongly Agree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Q# 1. Schools should be invested in helping students maintain their first/home language and home culture.	11%	19%	14%	19%	38%
Q# 18. It is a teacher's responsibility to help students maintain their home language.	22%	25%	33%	14%	6%

A large majority of current and former teachers who completed the survey acknowledged various benefits of maintaining the first/ home language. Table 10 shows that the participants clearly recognized that first/home language facilitates students' social development skills (Q# 2), strengthens family ties (Q# 3), keeps the channels of communication open with parents (Q# 4), benefits academic learning across the subject areas (Q# 20), helps maintain the home culture (Q# 21), maintenance of L1 is not too difficult to achieve in our society (Q# 8), and that encouraging the students to maintain their first language will not prevent them from fully acculturating into the dominant/ mainstream society (Q# 9).

During Phase I, current and former teachers largely recognized that “language isn't just about words though, it's about culture, history, heritage, connection... it's important to give children the option to maintain that connection, and it could very well be integral to their family life.” They also expressed that native languages establish the initial contact with the rest of the

world. Maintaining the L1/home language is vital for several reasons, especially “for those coming from an academic perspective, the central argument of note is that literacy in the L1 can transfer to the L2... there is strong intrinsic cultural value in maintaining the L1... language is so wrapped up in who we are. Yes. I feel that it is important for identity.” Such recognition is important because it enhances English language acquisition, facilitates the creation of a stronger personal identity, and “children need to feel that their culture is important and not marginalized by the predominant culture and language they exist in.”

Table 10

First Language Maintenance

Survey Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Q# 2. Proficiency in home language helps students in their social development.	3%	3%	22%	27%	46%
Q# 3. Maintenance of home language is the key to maintaining and strengthening family ties.	0%	8%	3%	44%	44%
Q# 4. Maintenance of home language is essential in keeping channels of communication open with parents	0%	6%	14%	31%	50%
Q# 20. Students who know several languages achieve better academic results across subject areas.	3%	0%	22%	44%	31%
Q# 21. Maintaining home language also helps students maintain their home culture.	0%	3%	8%	36%	53%
Q# 8. Heritage language/First language maintenance is too difficult to achieve in our society.	22%	36%	25%	17%	0%
Q# 9. Encouraging the students to maintain their first language will prevent them from fully acculturating into the dominant/mainstream society.	36%	42%	6%	11%	6%

Despite the current and former teachers' understanding and awareness of the advantages of having and maintaining the L1/ home language, value-added dispositions towards home language, a strong willingness to promote first language learning of the LDLs, most teachers felt unsupported and seemed unprepared to offer any practical advice to the students who wished to maintain their first language (Q# 6, Q# 23). Corresponding to this, they also believed that parents/ families had much more to do when it came to helping the child maintain their first language (Q# 16). On a similar note the current and former teacher participants also saw more value in out-of-school language instructional activities as a support strategy to maintain first language (Q# 7). Hence, they expected schools to offer professional development activities and support that aimed at raising teachers' awareness about students' home language and culture (Q# 22) (See table 11).

Largely, the participants thought that it is a teacher's responsibility to be more flexible and to help and encourage students to use languages other than English. "Teachers can start and / or support language and culture clubs after school, advocate for books in both Spanish and English, enhance class activities with materials in students' home language, talk to parents about what they're doing at home—the possibilities are endless." They expressed that "teachers can provide opportunities in class where home language can be used in writing and empower the cultural connection" but that they "are not and should not be responsible for anything that goes on at home." However, it was also suggested that, "by creating a cultural acceptance policy, teachers will get a stronger engagement from students who have subtly been taught that their culture was less than the language demanded from a predominantly White privileged culture."

Table 11

Current and Former Teachers' Preparedness

Survey Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Q#6. Teachers should encourage students to maintain their home language.	0%	6%	8%	25%	61%
Q# 23. I offer practical advice to students who wish to maintain their first language.	0%	11%	42%	31%	14%
Q# 16. Parents / family must do more to help their child maintain their first language.	0%	3%	33%	28%	36%
Q# 22. Schools should offer professional development activities aimed at raising teacher awareness about students' home language and culture.	3%	8%	17%	31%	42%

Parallel to the current and former teachers' expectation of schools offering professional development activities and support, the participants had a fairly positive disposition towards home language maintenance (Q# 13), making efforts to learn at least some words of students' first language (Q# 11), encouraging and appreciating students sharing another language (Q# 12), and they expressed willingness to be better informed about the same (Q# 19). Contrariwise, the teachers also saw more value in the out-of-school language instructional activities as a strategy to maintain the first language of LDLs (Q# 7) (Table 12).

Participants believed a teacher should confirm a student's language and culture because they do better when they feel themselves as a part of school and community, but believed that "many teachers are not trained on how to enhance students' home cultures and languages. The long-term goal would be to ensure that teachers become more aware of the benefits of culture and language. The short-term goal would be that teachers create an open, safe and welcoming

attitude towards multilingual students in the classroom and encourage the use of their first language.” Hence, the schools should offer dual language programs to support the inclusion of LDLs in mainstream curricula.

Table 12

Current and Former Teachers’ Language Disposition

Survey Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Q# 11. I make an effort to learn at least some words in my students’ first language.	3%	0%	8%	42%	47%
Q# 12. In class, I encourage students to share their home language and culture every chance I get.	0%	17%	11%	31%	40%
Q# 13. I appreciate that my students know another language and have another culture.	0%	0%	3%	22%	75%
Q# 19. I would like to be more informed about students’ home language and culture.	0%	9%	14%	49%	29%
Q# 7. Participation in out-of-school language instructional activities should be encouraged as a strategy for maintenance of home language.	0%	3%	17%	36%	44%

Table 13 further reveals that the majority of participants agreed that it is valuable to be multilingual in our society, even though fewer of them seemed committed to collaboration with both parents and students.

Table 13

Value of Multilingualism

Survey Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
5) It is valuable to be multilingual in our society.	0%	6%	0%	19%	75%
10) Teachers, parents, and students must work together to help students maintain their home language.	8%	14%	11%	36%	31%

A critical analysis of Phase I highlighted that a majority of current and former teachers who took a Multicultural Education course between 2010- 2015 demonstrated critical self-awareness about the growing cultural and linguistic diversity in their classrooms, the intrinsic value of maintaining the home language, and the dire need for all-inclusive teacher training and curriculum resources geared towards the needs of LDLs academic needs.

Despite the value-added language dispositions and their teaching experience, current and former teachers felt unprepared and unsupported in terms of offering academic advice to LDLs who wished to maintain their first language. Participants expressed difficulty in creating linguistically responsive classroom environments due to the lack of pre-service teacher training and in-service professional development activities that would have proved helpful in raising teachers' language awareness. Similarly, the lack of preparedness reflected in teachers' strong belief that schools should be more invested in helping students maintain their first language and that student's participation in out-of-school language instructional activities should be encouraged as a strategy for maintenance of their home language.

Phase II: Interview Analysis and Participant Profiles

This section of the study analyzes eight participant profiles of the current and former teachers who contributed to Phase II of this research. Pseudonyms (Patty, Danny, Kia, Ani, Tia, Lee, Audry, and Dory) were used to protect the identity of the participants. The order of interview analysis discussion reflects the order of data collection.

Participant 1: Patty

Background and teaching profile. Patty is a 35-44-year-old, self-identified Latina who grew up in Nevada and went to the Clark County School District (CCSD) for her early education. As a current elementary school teacher for 5th grade, she teaches all subject areas including English, writing, math, science, and social studies. She has over 5 years of teaching experience and during this time she has had no bilingual education teaching experience nor has she ever been an ESL teacher. Talking about her pre-service and in-service preparation for her mainstream classrooms, she expressed that, even though she has been through professional development and a lot of diversity training, she did not receive extensive training in handling linguistic minority students. She is a Cultural Diversity Liaison at her school.

English as Second Language (ESL) Experience. The little ESL experience that Patty had during her teacher preparation programs was merely some strategies that might prove beneficial in matters of communicating with parents or assisting students. She had no ESL experience as student; however, as a teacher she is in contact with a lot of ESL students. Patty mentioned that, in her first year of teaching, about 80% of her students were Hispanic ELLs. Currently, 25% of her students came from homes where English was not spoken as their first language.

LDL teaching experience. Patty expressed that it was a “challenge to teach” ELLs as

she herself does not speak Spanish; communicating with them and finding ways to understand them was hard. Patty said, “the challenge is always trying to communicate in a way that they'll build understanding of the content”. She explained that the challenge was also to go through the sounds and letter names, for which working in smaller groups is much more appropriate as compared to a big mainstream class. Providing such accommodation is a challenge because it is not a part of the standardized curriculum.

She believes that a student “can have a general understanding without content language,” which means that LDLs might know how to solve math problem but they still do not understand what the problem is because they do not have the vocabulary for it. There exists a gap in understanding of a content language versus English as a language. Furthermore, she revealed that even though she identifies as Hispanic, yet “that is not my culture. My culture is White because that was what I experienced growing up. I didn't grow up with traditional Hispanic traditions.” Patty shares that she is half Puerto Rican and half White. Growing up with her mother, who is White, she did not speak Spanish and, consequently, was not able to retain any traditions as she did not have a typical Hispanic family environment.

Multicultural Education experience and linguistic disposition. Talking about her Multicultural Education course experience in CIG 660, Patty stated that it was “life-changing.” It generated a lot of self-awareness for her

I didn't even understand my own experience until I was in Multicultural Education and we talked about those different layers and talked about what we bring not only to our classroom but to our friends' experiences or our social lives, how each experience we have, we carry that with us, and that shapes future experiences and how everyone has different experiences and so you have to be open.

She elaborates that CIG 660 taught her to be open minded, understanding, and aware of her surroundings in terms of other people's experiences that can drastically differ from her own. The course positively impacted her understanding of language and linguistic diversity, which gets reflected in her current lesson plans as she posts vocabulary in her classroom, breaks apart the words, and conducts spelling activities to enhance inclusion and to facilitate learning for LDLs.

Despite the positive influence of the course, she acknowledges that the course's coverage of language and linguistic diversity, while not superficial, was more oriented towards culture and cultural diversity. Having a multicultural perspective enabled her to identify the various academic needs of her students and to respond with inclusionary strategies to facilitate their learning. Patty mentioned that she "acknowledges the differences within the classroom" and feels that, "every student [is] at a different level so typically the strategies for language are beneficial for all classrooms, just because it's going to help you hit all the levels of the students that you have in your classroom."

Background and linguistic disposition. Culturally, as explained earlier, Patty identifies herself as Hispanic; still, she considers herself White in many ways because she had a very White upbringing by her White mother. Linguistically, she considers herself monolingual as she does not know Spanish very well. These two factors have a deep impact on her linguistic disposition when thinking about mainstream teachers' responsibility to teach to the needs of LDLs. Patty distances herself from her multicultural and multilingual roots; similarly, she seems distanced in her understanding of a teacher's responsibility for creating opportunities for first language learning along with subject content. "I don't think that should be an expectation, especially when our standards, our testing, is all done in English. Our focus is on English." According to her, another reason why a teacher should not be held responsible is because most

teachers are not bilingual or trained in multiple languages.

Classroom behavior and facilitation. Patty is aware of the cognitive benefits of having L1 as she believes that “first language correlates with them (LDLs) being able to build a deeper understanding of content as they are leaning English” because “it helps them to make a? transition.” She claims that she “usually provides accommodation within the assessment that’s given.” She has a value-added disposition towards having language minority students in the classroom. In her mind, the presence of ELLs is not detrimental to the learning of other students; rather, she considers that

They enrich the classroom still. They bring things to the classroom. They bring a different perspective, especially to the classroom. Having all levels in a classroom, I think always helps to enrich different points of view, and different ways of thinking.

Depending on the specific grade level and varying reading levels of the linguistic minority students, she makes accommodations that may include having a translator, using visuals, and pictures of common items to build basic skills. Some accommodations can also allow students to write their responses in their first language, but “typically with standard curriculum assessments there is no room for such differentiation.” In this limiting scenario, she thinks that her goal is to always have differentiated instruction, and incorporate multiple types of instruction even if there are no ELLs in the classroom.

On the contrary, she also believes that there should be a separate bilingual education classrooms to meet the needs of LDLs, with the goal of later mainstreaming them into the general education classroom. Also, she thinks that furthering a specific language should be the responsibility of the parents and not the teachers.

Limitations. In her interview, Patty highlighted the flaws in both teacher education programs and professional development. First, she noted that the in-service support has not really helped in building teachers' knowledge of strategies or supports for teaching LDLs, or even for communicating with parents to further assist their child. She commented "I don't think with our current education system, the way it's setup and the way that we're currently trained, we have the skillset in order to make first language a teacher's responsibility."

Secondly, she feels her hands are tied by standardized curriculum, especially when it comes to differentiated assessment; for it leaves her no option but to teach to the test, indifferent to the varying learning abilities of her students. Lack of time plays a huge limiting factor, she remarks,

That box of time is not available for them. It's just what we are supposed to teach. What are the common core standards? That's all the time we have for, and even now, we don't have enough time for social studies and science because there's so much focus on reading and math and writing.

Thus, despite the awareness about the grave need for LDL specific instruction, teachers are merely supplemented with inadequate strategies versus being provided with actual support systems and real time solutions. Patty also made another critical observation; even though there is a fair understanding of the importance and relevance of home language, no one has yet figured out how it can be combined with formal education in schools to bring non-native speakers up to par with native speakers and thereby establish an equitable basis of learning.

Suggestions. Patty is of the view that pre-service teacher preparation programs must include theoretical and practical curriculum practices that would enable teacher education candidates to cater to the needs of linguistically diverse students. Maybe diversifying the teacher

pipeline, having “bilingual teachers or allowing teachers to teach bilingually,” incorporating language specialists, and language inclusive lesson plans could be a good starting point. She strongly believes that a societal shift is possible only if there are government and policy shifts favor linguistic diversity and the needs of LDLs.

Participant 2: Danny

Background and teaching profile. Danny is 18-24-year-old self-identified White male from a small town in Wisconsin. Ethnically, he is Italian but does not identify with his background. He is a monolingual English speaker. Professionally, he is a 7th grade English teacher at a middle school in Nevada for the last two years, and 40% of his students came from homes where English was not spoken as their first language. Formally, he has no bilingual education experience and no ESL teaching experience. Narrating his pre-service and in-service experience, he recollects he took Alternative Routes to Licensure (ARL) where he learned to “teach tolerance and stuff, and then as far as any tricks or anything—not really.” In-service, his school principal wants all teachers to teach the same course material and grade every student according to common core standards.

English as Second Language (ESL) experience. Regarding any ESL support from the school, as a teacher, Danny mentions that there are a couple of Wednesday morning presentations for teachers who have less than three years of teaching experience. He explains, these presentations are “basically just helpful tips that are unrelated to academics.”

LDL teaching experience. Danny has no ESL experience as a student and he is a monolingual speaker who does not feel culturally associated with his Italian roots. These personal traits seem to influence his decision to maintain a distance with his LDLs as he

confesses, “I don't relate to them in any specific way because of my heritage.” Also, he does not see any connection between students’ home language and their understanding of the content he teaches. Danny’s teaching experience with language minority students has been both “good and bad” because, according to him, some students are keen learners who are willing to try, while some fail to even understand what he is talking about. He recognizes that, due to such communication gaps, he has to modify his instruction, but the standardized curriculum still remains the same. Danny’s observes that LDLs work harder right on top of what is being taught in the class and that

They've got a fire under their butt. They've got to learn the language, and then if [they] really pay attention all year, you can see them shoot ahead. Like, they got everything you're talking about. They'll put in the extra work, to come in after school or do an assignment or something.

Multicultural Education experience and linguistic disposition. Deliberating on his CIG 660 experience, Danny feels that “it wasn’t so much about giving strategies” and that “it didn’t really apply to the classroom diversity;” however, a couple of things discussed during the course gave him a better perspective. He reflects that nothing controversial was discussed in the course, since it was mostly historical in its outlook. Nevertheless, there were times when some people would get nervous in the class in response to a certain conversation that made them uncomfortable or emotional. He does not disregard the value of the course, but at the same time was indifferent when asked to elaborate on his Multicultural Education experience. He felt it was both “open ended” and “eye opening” in a way because it delivered good factual information. He remarks that the course explicitly discussed the issues of culture and cultural diversity whereas linguistic diversity was mentioned only “grazingly.”

Background and linguistic disposition. Danny believes that his background does not affect his teaching of students who do not belong to the same racial or language group as his. Talking about himself, Danny adds, “I am a simple person, I go to work and do my best, and then I go home. I have a snack.” He elaborates that the reason for such an attitude is that, even though he grew up in an Italian household, and that his grandma cared strongly about that culture, yet he does not relate to his heritage in any specific way. As he puts it, “I am not too reflective of that sort of thing, and relationships with people.” He “feels bad for them” because they (LDLs) really are different but it is not his responsibility and passion to make sure that kids remember their native languages. Deliberating on mainstream teacher responsibilities to help LDLs maintain first language, he responds, “I don’t care if anyone speaks. I don’t care what language you speak.” His thoughts on differentiating between English as a language and content language highlight his expectation for using the most common language with which everyone has some knowledge. Danny is apprehensive of learning or adding a new language as it might not be beneficial or relevant, especially when there is one language (English) already available for communication.

Analyzing his above stated positions, it is apparent that he is so detached from his culture and language that he does not see a connection between his students’ first language and academic learning when teaching the prescribed material in class. He reiterates, “I would just see them as two different mediums for interaction with other people...other than that nothing too deep...I mean it’s just language, it’s a bundle of words.” However, he says that, at times, when a students’ learning is obstructed due to a language barrier, he understands that look.

Classroom behavior and facilitation. Being aware of the linguistic diversity in his classes, he first conducts a small writing assignment at the beginning of the school year to assess

students in terms of their language proficiency. He does not believe in modifying the curriculum and, as a result, LDLs go through the “same material as everyone else.” However, he does adapt his instruction to some extent, especially for grading purposes. For better facilitation and learning, Danny will use activities, group work, and peer learning as an accommodation. He also states,

It's never aimed at like, "Let's all find our identity together, come together." That's maybe other teachers do that. That's not my style, though. I mean, I don't know. I'm the sort of guy, what am I? 24. I play video games, I don't give a crap about my heritage, so obviously I'm not going to get them to care about theirs. That wouldn't really be me. Not that it's right or wrong...as long as they respect me and they do the work, that's really what I'm aiming for at this point.

Limitations. Danny implements standardized curriculum very diligently, and he does not acknowledge any limitation that he faces as a result. He does not see much value in the Multicultural Education teacher preparation programs, but he does feel that there is a lack of teachers who are specially prepared to handle language minority students in the mainstream classrooms. Based on his understanding and experience, part of the problem is that teacher education programs are very theoretical in their approach instead of providing practical, hands-on support and strategies for teachers. They are mostly philosophical and the opportunities they provide for the teachers are very superficial.

Suggestions. Danny is aware of the fact that linguistic diversity is on a rise in Nevada and that there are not enough teachers who are prepared to handle it in the classroom; hence, he recommends that teacher education programs must be supportive of the same. According to him one possible dispositional solution to help LDLs is to always be available and respect them.

Participant 3: Kia

Background and teaching profile. Kia is a 25-34-year-old self-identified White monolingual female who grew up in Nevada suburbs. Even though she identifies as White Caucasian, she reveals that her dad's family is Spanish and Nicaraguan; however, she does not identify with that ethnic background and states that it has "kind of dropped off." She is currently teaching and has five years of experience in the areas of social studies and world history at a Nevada high school. Out of that five years she has spent three in Nevada and the other two in North Carolina.

English as Second Language (ESL) experience. Kia has no bilingual education teaching experience, nor has she ever been an ESL teacher. However, depending on the school year, she has an average of 60% of her students who come from homes where English is not their first language. Talking about her pre-service and in-service teaching experience, Kia mentions that she underwent a three-day-long Sheltered Instruction Observation Protocol (SIOP) methods training while she was teaching in North Carolina. She has not seen any advertisements for similar training in Nevada. Other than that, during her graduate and undergraduate education, she took various diversity courses but felt they have not proved very helpful.

LDL teaching experience. Her LDL experience has been "pretty successful," and "it hasn't been too hard," although sometimes a little difficult. She says that it is hard to have a casual conversation with linguistically diverse students; it has to be very direct and straight-forward, otherwise comprehension of certain English phrases is impossible. She adds that there is also an element of continuous translation for better understanding which makes LDL teaching a challenge. Another difficulty that she faces is that there are so many ESL students at her school but not enough help for teachers which "forces me to be a little bit more creative with my

teaching.” Kia very passionately believes “its not their fault that they don’t speak English, or they don’t understand. We have to work around it.” She is fairly positive about the situation and is critically aware of her responsibilities as a teacher of LDLs.

Multicultural Education experience and linguistic disposition. Reflecting upon her CIG 660 experience, she feels that the “course was good” and was “not necessarily uncomfortable.” She elaborates that, because she has always been in a community that was very diverse, she was already aware of the various issues discussed in the course. Kia perceives a deep connection between language and culture and believes

If we don't infuse it (language) into our culture, if we don't infuse it into other things and teach our kids other languages, then we're really not doing any one any service by not allowing them to learn other things and not sharing that with each other.

Academically, her multicultural experience helped her develop knowledge and skills needed to modify her instruction and assessments. She says, “if I have a student who doesn't show mastery in English, I will usually assign something else, or I'll have the test translated, if I can find someone to translate it for me.” To differentiate instruction, she finds more material, textbooks, and adaptations to best meet the academic requirements of LDLs in her classroom. Being a culturally conscious teacher she makes all possible efforts to enhance her students’ learning because she attributes value to being linguistically diverse, and treats it as an asset rather than a problem that needs to be solved. However, she does consider that “sometimes it is frustrating for me because I want to be able to communicate with them.”

Background and linguistic disposition. Narrating her story, Kia shared that, when her grandparents came to the U.S., they stopped speaking Spanish entirely and learned to speak English, probably because of racial tensions in the early twenties. Therefore, she is a

monolingual speaker; she acknowledges that if her family had retained their native language, she would have learned it as well. Based on her own experience, she assumes that, as a high school teacher, it is typically not her responsibility to help students maintain their L1, because “in high school it is a little bit different” than for elementary school students. As a teacher, she thinks that the maintenance of L1 for linguistically diverse children requires that “parents have to put priority” at home, because to expect the same from the mainstream teachers is unrealistic.

As a passionate teacher, however, she also feels that it doesn't take any extra time out of her day to make sure that LDLs get a little bit farther and make sure that they feel included in her classroom. During the interview Kia said, “I really wish I would have learned another language when I was little.” This echoed her longing to be bilingual, which that might have facilitated her LDL teaching.

Classroom behavior and facilitation. Kia exhibited a clear understanding of the divide that exists in terms of teaching and learning of content language versus English language, and how this divide might become a struggle for linguistic minority students.

That's actually something I've always had a problem with, personally. I feel it's really difficult to ask sometimes these kids (LDLs) who literally have never been exposed to a language other than their own and we expect them to understand it, in all of their classes and do well, right out of the gate. Then we come back and we wonder why they're not doing well. I think if I were the person responsible for the approach, I would make courses that combined the English and their home language. At the school I'm at, in my case, it'd be English and Spanish. The content would be provided in both English and Spanish.

Disposition wise, she leans towards checking-in with diverse speakers more often, reaches out to

them more, and finds ways that facilitate better communication. Along with her in-class effort, she also appreciates that parents of LDLs put in effort to get their children to school, because they want a good education for them. This encourages her to build an inclusionary classroom by analyzing their specific needs by conducting surveys, creating reading profiles, and taking account of ESL flags.

She relies heavily on peer learning because she believes that she does not have the language responsive skills and that a class size of 35 to 40 students is a big number to handle at one time. She “puts one, strong, English-Spanish speaker together with the smaller group of students, that weren't fluent in English and they worked together, to create their own version” of whatever is being done in the class. Kia anticipates that putting students together in such a mentor-peer format establishes a “fluid connection” and gives them enough opportunities to collaborate, communicate, translate and learn.

Limitations. Reflecting on her own experience, Kia shared that teacher preparation programs gave her a “real basic set of information” about actual classroom situations. She recalls, “I had a professor who taught me once, that your undergraduate [education] will prepare you for the first five minutes of teaching and the rest of it is luck and being able to work through things.” Kia experienced a similar situation during her pre-service years, because the courses were overly theoretical, which rendered them useless for real-life teaching. Another limitation that Kia draws attention to is the monolingual colonial past that is still alive in language policies, because it renounces the value of a linguistically responsive teaching and learning environment in creating an equitable education setting. She comments,

We're very colonial and imperialistic; as a social studies teacher, I can assure you of that.

We like to go around and stick our flags in places and tell people that this is ours. Also, I

think we have a sense of entitlement in America that says, "You come here, you need to learn English," and for legal reasons, we don't necessarily translate documents, we obviously have interpreters that do things like that... I don't necessarily think that makes it right.

Suggestions. Considering the limitations, Kia suggests that education policies should be more inclusionary, because only then will classroom teaching transform to affirm the linguistically diverse population. Teachers have large shoes to fill, so they should understand and remember the students' diverse backgrounds, take time to call home, help translate, and take those first steps to work with what the students bring to the table.

Regarding pre-service teacher education programs, Kia recommends that maybe "having that practice and having realistic situations, is going to give anyone, master's or undergrad, either way, a ton of experience just being able to see it and be around it." Also, at some point, making in-service professional development training more directly relevant to students needs would help.

It needs to be effective. It can't just be sitting in a chair, learning new material, from some presenter that doesn't teach anymore. Having other teachers do it, sharing methods that work, working craft curricular, and working even with different grade levels.

Hence, more hands-on training and active involvement can greatly help teachers, especially in Nevada, since there is a huge population of students who do not speak English as their first language. To enhance such reforms in teacher education programs, it is important to get rid of the idealized situations, especially the way the teacher prep? textbooks are written. This will promote critical insight among teachers, provide exposure regarding useful approaches to the content, and help improve instruction for cultural and linguistic affirmation.

Participant 4: Ani

Background and teaching profile. Ani is a 25-34-year-old self-identified Asian American female who was born in the Northwest region of India. She mentions that culture is kind of complex for her as she mostly thinks of herself as hybrid and more Americanized, but at that same time her foundational roots are that of her mother tongue. Ani is a former Chemistry teacher who started off as an introductory Biology instructor for non-major undergraduate students at a higher education institution in Nevada and has six years of teaching experience in the same.

English as Second Language (ESL) experience. While recalling her immigration and rigorous ESL journey she says that she moved to southern California with her family and attended 5th grade elementary school where she was initially put in an ESL program. She had to learn from the ground up how to speak the language and communicate with others in order to get on in the culture, until she passed and went on to middle school.

LDL teaching experience. Like the other participants, Ani acknowledges having taught many ESL students. She even conducted a study where she asked her students to indicate whether or not English was their first language, and whether or not they had been in the country for less than eight years. She found that as many as thirty students (out of how many spoke English as a second language and had been in the U.S. for less time. Looking back, she mentions that it is due to her own experience as an ESL student that she feels a connection with her ESL students. Parallel to this affiliation, she also considers that it is challenging to teach LDLs in mainstream classrooms. She says,

No, I wouldn't say it was smooth sailing, just because English is not my first language.

Explaining things to them, especially in the academic language of Biology and

Chemistry, I know how to recognize those blank looks on their faces. When you say something... they get very lost!

Having been once an ESL speaker, she is very empathetic towards her LDL students and identifies with their mainstream content struggles. So, as soon as she gets to know them, she shares, "by [the way,] this is not my first language either," following which she talks about making instructional accommodations to facilitate the learning of English as a language to get to the deeper meaning and content of Chemistry.

They are trying to learn Chemistry, which is also really challenging on top of trying to learn English. I think I have a lot of empathy for them, that's why I tailor my own lesson plans and I stop and I clarify things in-order to accommodate those types of learners. She is very aware that Chemistry has another layer of content-specific language, even though it is being taught in English.

Multicultural Education experience and linguistic disposition. Ani had a very positive recollection of her CIG 660 experience and thinks of it as "eye opening;" for it shed light on many multicultural issues in education of which she was otherwise unaware. After taking the course she was able to better understand her students' backgrounds and associated challenges, and better able to engage students differently for better facilitation. She reveals that, being a minority woman of color in the sciences, she always felt the need to assimilate, but taking CIG 660 gave her

the ability to believe in myself and say, I don't have to blend in...but I can still be heard and be respected. I haven't always figured out how to do it but I'm working on it. But it has already changed the way I approach departmental politics. It has changed the way I approach talking to the chair of the department and things like that. I no longer try to play

down my ethnicity or the fact that I'm a woman in [a] man-led department. I don't try to play that down anymore. Instead it has taught me ways to bring about those differences in a respectful, amicable, and diplomatic manner.

The Multicultural Education course experience has changed the way she interacts with her colleagues because she does not have to play down her identity anymore. She also recognizes that the Multicultural Education course was more focused on cultural issues than language and linguistic diversity affirmation. She mentions that, “the emphasis was multiculturalism. It wasn't multilingualism. That was part of the discussion in some of the weeks but that wasn't always the discussion.”

Background and linguistic disposition. It appears that her own multicultural and multilingual background significantly influences her thoughts about the benefits of being bilingual/ multilingual for everyone as she says in an affirming tone

I think in my classroom I see linguistic diversity as an asset. It's definitely an advantage because when you tailor your lesson or you're teaching towards diverse students, from my experience it tends to help everyone. I think definitely integrating a more multicultural aspect to teaching Chemistry benefits all students equally, so it raises everybody up.

Based on her in-class experiences, as a former teacher, she asserts that the role of a mainstream teacher is to be respectful towards the students' other languages. She suggests that teachers should not put their students' native language down by telling them that something is only legitimate if it is spoken in English. She recollects, “I think I see a lot of, in my experience, my teachers used to do that.” As an ESL, when she did not understand something and tried to express that in her native language, her teachers usually responded, “I'm not listening, you have

to say it in English.” The message she received was that “it is not legitimate unless it's in English.” She claims that she lost some of her first language literacy due to that deficit disposition of her teachers. Hence, shaped by her own ESL student experience she believes encouraging students to maintain their first language skills is very important. Ani’s linguistically diverse background and ESL student experience especially contributed to her passion for addressing the needs of her own LDLs as a teacher.

Classroom behavior and facilitation. In line with her value-added perspectives towards first language maintenance and LDLs, Ani totally endorses the expectation for mainstream teachers to modify curriculum, clarify instruction, use visual aids, simplify content terminology, and allow students to demonstrate their knowledge in their first/ home language. She emphasizes that learning any content is harder for LDLs when they are still learning a new language. Additionally, she asserts that such differentiated instruction and curriculum modeling, if implemented by the mainstream teachers, is not detrimental to the progress of the rest of the class; rather, it is cognitively beneficial to all.

It opens up their [students’] minds about what the experiences of others might be. It gives them an extra tool to communicate. Learning a language is a very enhancing tool, cognitively. It's not a bad thing. I think it should definitely be encouraged.

However, she is also aware of the fact that many mainstream teachers do not share this perspective, and that they consider it beyond their responsibility to teach to the needs of LDLs.

Limitations. When speaking about making actual curriculum modifications and assessment accommodations, she feels restricted by the regulations of the standardized curriculum and its versions of exams and quizzes in her content area. She expresses that there was also a lack of support for accommodating LDLs in her department

Currently the department has no support. Even in the past in Biology there was never any support for English Language Learners in any sense. The department, to the day, doesn't even recognize that we do have English Language Learners as students taking a lot of these classes. No, there's no support at all.

For her the non-recognition of LDLs in mainstream higher education is a bigger issue; as she explains, despite the greater demand for affirmation of linguistically diverse students in the introductory general chemistry classes, there are no resources for the same. Such students, often on the waitlists, later slip through the cracks because they are not acknowledged. They end up being doubly betrayed by the philosophy that “Chemistry is a universal language.”

When asked about how her teacher education programs have prepared her to handle such situations and effectively teach the LDLs in her mainstream classroom, Ani expresses

They're not necessarily geared towards teaching linguistically minority students; they were geared towards effective teaching for all, if you will. I don't think I've taken any class that targets how to teach linguistic minority students or have any lesson plans on that. It was more focused on how to learn your own teaching philosophy and evolve as a teacher.

Suggestions. She is very passionate about teaching linguistic minority students and the ways language training can equip mainstream teachers to help teachers establish a linguistically responsive teaching environment so that neither any student gets left behind nor does any teacher think of it as a challenge. Beholding her own experiences as an ESL student and as a mainstream teacher of LDLs she expresses,

It would've been great for somebody taught me [*sic*] how do you teach Chemistry for ELL students. So how to teach content and still address those language barriers together.

That would be amazing if I had that training and I think a lot of instructors would appreciate that. A lot of instructors don't know. We don't know what works for ELL students.

She suggests that teacher education programs should train science teachers to “teach content and still address those language barriers together.” Even though there is no magic solution to the teaching and learning complexities of LDLs in the mainstream classroom, Ani recommends that the first step is to recognize that there are diverse language learners in every class and that they bring with them a depth of prior knowledge. The same formula for teaching would not work for everyone; hence, differentiated instruction is the key to affirm the LDLs.

Participant 5: Tia

Background and teaching profile. Tia is a 25-34-year-old, self-identified White monolingual current teacher. She grew up in California, in an affluent White neighborhood and went to a private school for the most part of her education. She has no formal bilingual education teaching experience nor has she ever been an ESL teacher. Career-wise, she has been an eighth-grade U.S. history teacher at a middle school in Nevada for the last three years. The school where she currently works is very culturally diverse; approximately 93% of her students are African American.

Most of her LDL students speak Spanish and, by the time they get to eighth grade, they are almost out of the ESL program. A lot of them want their support material in English only. She believes that part of this is due to the school culture and part of it is associated with bullying of LDLs by other students at school. Elaborating on her pre-service experience, Tia reveals that during her teacher education programs she received very basic ELL strategies in literacy classes

and nothing beyond that. Her in-service years have offered her little to no staff development hours at her school.

LDL teaching experience. Tia identifies herself as monolingual, even though she knows some Spanish. She is aware that some of her students tell their parents she only speaks English because they don't want any communication to happen. Analyzing the LDLs progress in the classroom, she thinks that the home language of her students does not interfere with their content learning but "it just makes it difficult." Her perspective is that students' knowledge of first language delays the learning of new content in the second language. Sometimes she gets "frustrated" because she knows what she is trying to explain to the students, but there appears to be a communication gap as the students' are unable to get it. She also acknowledges

I know there's times where they've asked me questions, but I don't really understand what they're trying to ask or how they need the question reframed, so I think they get frustrated trying to re-ask me and I get frustrated trying to understand what they're saying.

Her school has an ESL coordinator to support the teaching-learning process for mainstream teachers and LDLs. The coordinator pulls out students once a week and covers all grade levels kindergarten up to twelfth grade. Tia emphasizes that the coordinator provides just suggestions rather than actual support, part of which is attributable to the large workload. She points out that even though there is some ESL assistance available, it is not enough.

Multicultural Education experience and linguistic disposition. Taking CIG 660 made Tia self-aware and critically conscious about how to teach to various needs of diverse groups of students. She claims that she

became more aware of just different ways that the students learn. I've incorporated more visuals, more manipulatives and kinesthetic type lessons, trying to get them to interact

with the material more. I've incorporated theatre of the oppressed, so they don't necessarily have to use language. They could build a table or create a picture out of humans. I think just being exposed to those methods, I guess, and getting to put those into practice in class helped apply it to my classroom.

Her Multicultural Education experience has encouraged her to become a “social justice advocate.” She started her Multicultural Education as “an oblivious White girl,” but the whole in-class dialogue about stereotypes, privilege, slavery, and other key issues challenged her prior assumptions about her own identity. Tia reminisces

I think it's been extremely uncomfortable to sit in situations where my identity and what I've known my whole life has been challenged, and then accepting that and trying to learn from it and trying to learn from others' experiences has been a challenge.

In her words, her course experience was “mind blowing” because it changed her perspectives on almost everything and pushed her towards becoming affirmative of growing diversity. She also reveals that the course was more focused on culture and cultural diversity as opposed to language issues that were only “briefly discussed.”

Background and linguistic disposition. Throughout her interview, Tia mentions that she has been and continues to be positively influenced by the experiences of her best friend, who is a Spanish speaker. It has made her more self-reflective about what her language minority students might be going through when they are trying to learn mainstream content and English language at the same time. This has had a positive effect on her language dispositions, as she thinks that teachers should encourage parents to speak their own language at home because doing so has cognitive benefits.

Classroom behavior and facilitation. Tia is cognizant that because she does not have direct instruction and training in helping her diverse student population, the situation becomes even more grave, as over a quarter of her students come from homes where English is not spoken as their first language. Alongside this, she is also mindful of the lack of administrative and policy help for language minority students. Being a critically aware teacher who is enthusiastic about working with her students, she relies heavily on peer learning, where students “work together to piece it together.” Also, she uses a variety of assessments like writing exams, multiple choice format, project-based assignments, posters, and presentations; this allows students options for displaying their content understanding. She thinks that when teaching certain content, it is mainstream teachers’ responsibility to facilitate the maintenance of first language and acquisition of second language, making such accommodations as needed. Despite her monolingual background and predominantly private and non-diverse school experience, her exposure to language diversity in her everyday life with friends and students has contributed to her value-added perspective of language diversity.

Limitations. Tia recognizes that, even though her teacher education programs did a “great job,” still the classes were very theoretical and not very practical for teachers. I think some of the TESOL classes here have been also very theoretical, like, in an ideal world if this happens, right? I think it's very hard to take what I've learned and...all these classes, and then taking that and applying it to the classroom is difficult because there's not a lot of practical situations.”

She observes that there is a gap in the policy when it comes to attending to the needs of LDLs. Unlike the special education training programs for pre-service teachers on how to accommodate special needs students, for which there are legal requirements that must be met,

there are no directives in place that address the growing diversity of languages and the prerequisites needed to teach linguistically diverse populations.

Suggestions. During her interview, Tia recommends that college and university teacher preparation programs must think along these lines.

Teachers need to be given practical application situations. Whether that's going out into the field and working in a classroom or working in a school where the student population is not predominantly English language speakers. I think adapting lessons and modifying lessons and just getting that hands-on experience is so important.

Similarly, she feels that even though there is much emphasis placed on special education, focus must also be placed on ELLs. This would be beneficial for both teacher training and student teaching. She advocates that directives “need to be federally mandated that language accommodations are made.” Also, such changes must target pre-service and in-service education at the same time, so that teacher training can happen in a more effective manner.

Participant 6: Lee

Background and teaching profile. Lee is a 25-34-year-old Asian American, multilingual speaker who is fluent in Chinese, Mandarin, Taiwanese, and English. Lee prefers to be identified as American born Chinese, since he was born and raised in California. Growing up, his parents imposed a strict rule of speaking only Chinese at home. This language rule was reinforced once again when, at a very young age, he went to Taiwan for three years. He had to learn Mandarin, a mandatory language for communication purposes.

Currently, Lee teaches the English section of American College Testing (ACT) prep at a high school in Nevada. He also teaches chemistry, mathematics up to algebra, and physics AP courses. He does not have any bilingual teaching experience but has been an ESL teacher.

Approximately 35% of his current students come from homes where English is a second language.

Talking about his pre-service and in-service teacher preparation, Lee states that he undertook routine coursework during graduate and undergraduate years, and a few staff development programs; however, he feels they were of no use to him.

English as Second Language experience. Lee shared that, when he attended school, he was introduced to other ESL students; however, he never thought of himself as one of them. His recollection is that he started school already fairly familiar with English and “the reason I learned English was so I could help my parents do paperwork. With that, I learned how to do taxes at a young age and I helped my parents translate as much as I could.” During his elementary school years, his mother had him see a speech pathologist because he could not get rid of his accent. Lee recalls that, even though he loved reading, English was one of his worst subjects because his writing was not good. Slowly, he stopped caring for it, intentionally avoided work, and focused more on math and science. It was later in life, during college years, that his love for English was rekindled and he explored various English classics. He believes that his personal ESL journey was one of sheer hard work, self-motivation, dedication, and moving from disliking English as a student to loving it as a teacher.

LDL teaching experience. In his journey as a teacher, he mentions that his class is based on constructivism, where every kid starts off at the same point and moves through three levels or check points by demonstrating knowledge and learning of the content being taught. Regarding accommodations, he claims, “I don’t use activities or whatever.” Most of the time, Lee chooses not to make any exceptions; rather, he uses enough examples to help students understand the lesson. Regarding assessment practices, he refers to his own teacher preparation background.

The way he was taught to teach is that “an assessment should have all the elements of Bloom’s taxonomy,” which incorporates basic memorization, basic calculation, and basic understanding. Using another assessment strategy, Lee explains that he groups his dominant and non-dominant speakers of English language to work together in class and rationalize the final outcomes. Also, he does not believe in differentiated assignments for language minority students, mostly because the assignments are models of study guides that he does not play with. He assumes it is important to stick to similar assignments for all, otherwise it would affect the amount of practice required for all.

Multicultural Education experience and linguistic disposition. Thinking of his Multicultural Education experience, Lee says, “the problem with learning multi-culturalism is that the way it’s taught makes one feel as though there’s too many things to keep in mind.” He feels that multiculturalism is a “fascinating thing” to be aware of but, at the same time, the problem with culture is that there are so many different practices, so many things that can go wrong and offend people; he asks, “how do you get around that then?” For him, the whole CIG 660 multicultural world was a strange experience because, on one hand, he thought it was fine to be aware of all the differences but, on the other hand, there is also a loss of pride for an individual’s own culture. He experiences a dilemma. “How am I supposed to touch upon a culture that is not necessarily mine without somehow making it seem like I’m trying to be an expert?”

Lee’s disposition directly correlates with his in-service staff development experience. He mentions a specific experience during one of the multicultural days, when a guest speaker talked about Chinese food in an extremely biased manner. This offended Lee to the point that he walked out of the presentation. Analyzing his multicultural stance while teaching mainstream

curriculum and how Multicultural Education course experience has impacted his current instruction, Lee thinks a multicultural perspective does not have much role because teaching science is rather an objective exercise. Also, he believes that his student life, home language, and culture have almost no influence on his dispositions as a current teacher.

Background and linguistic disposition. Lee, as mentioned before, was a self-starter when it came to learning English. He learned two other languages under mandatory circumstances. These language processes have been demanding, and he had to put in a lot of hard work and constant practice. This personal philosophy of doing the hard work reflects in his disposition and expectations of LDLs in his classroom. He confirms, “culturally, I understand that I come from a very hard working culture” and it is important for him to promote the culture of hard work because “there are students who can’t get their act together.” Even though students’ parents may put in a lot of effort for their children’s education, the students fail to realize how to contribute to the efforts of their families. He emphasizes, “at some point they will have to suck it up.” This strong attitude toward language minority students stems from his own experiences; “that’s how I feel about English Language Learner students partially because I come from that as well.” Even though Lee feels that his experiences do not impact his current dispositions as a teacher, there is an obvious and strong connection between his LDL experiences while growing up and his expectations from his LDL students.

Stemming from his own experience, Lee considers that home language has benefits that are more identity related than cognitive. He says, “it does have an educational perspective to it, but more so in identity.” He considers that his association with home language has made him more confident as a person. Conversely, his sister, who does not identify with their Chinese

ethnicity and language, has a tough time identifying with their parents and cultural values. He notes,

In our family, it's very hard for us to get along with my sister because when she forgone all of that [*sic*], even though she's a speech pathologist, in a sense she lost that identity aspect of her. She doesn't see herself as Chinese.

Classroom behavior and facilitation. Deeply rooted in his hard work philosophy, Lee expresses his frustration; “there is no reason why they can't see to manage their [LDL] own stuff on their own partially because high school is supposed to make kids ready to become an adult.” As a teacher, he expects his LDLs to be much more independent and self-reliant because he believes, “I guess there is no way around it.” He admits that “this expectation springs directly from his own lived experiences because “part of what we do as teachers is that we teach our students about ourselves.” Alongside this stance, he firmly believes it should not be mandatory for mainstream teachers to take into account the language needs of LDLs while teaching content because,

With the amount of stuff teachers are slammed with already it's highly unlikely that they'll be able to even implement it properly. Granted, we talked about this, but with the amount of stuff that teachers are required to do as part of the district, the amount of paperwork, the amount of stuff they have to do and the documentations they have to pull through, especially with the new standards.

As a mainstream science and math teacher, Lee see his subject areas as being universal, logical and reasoning orientated. Hence, while explaining content to his students, Lee does not focus on language. He feels that, “the nice part about teaching science, the nice thing about teaching mathematics is the fact that, in a way, it is universal. You don't truly have to understand the

English behind the definitions.” He adds that, when it comes to definitions, he does not consider them to be very important because his, “goal is to help students come up with either inductive or deductive reasoning.” He believes this despite his awareness that, if linguistically diverse students are not fluent, they are not very good at writing the answers. He supplements his learning with diagrams, numbers, and peer learning. Peer learning is instrumental in classroom facilitation because the seating is done in a way that an ESL student is paired with a native English speaker to enhance and advance student learning.

Limitations. He expresses that he sees a strong disconnect between education policy and practice. In the first place, the district mandates are a bit sloppy, and, on the other hand, teachers do not do a very good job either because they lack preparation. There is also a great need to diversify the teacher work force because the monolingual teaching perspectives cannot do justice to diverse language learning needs.

Suggestions. Lee proposes that there must a better connection between education policy makers and colleges of education in order to create effective training programs for future teachers that equip teachers with the knowledge and skills to address the needs of LDLs. He recommends that in-class observations for teachers must be encouraged to help them gain critical insight about how to conduct a class differently in a real-time situation versus learning about everything theoretically. Importantly, he believes that establishing a clear communication with parents of LDLs is essential. Parents must be provided guidance, rules, and systematic details to help minimize the road blocks or frustrations they face due to their non-dominant status and experiences.

Participant 7: Audry

Background and teaching profile. Audry is a 35-44-year-old self-identified White monolingual speaker who has over 4 years of teaching experience at a high school in Nevada. She grew up in a middle class, mostly White suburban neighborhood in Nevada with some mix of Hispanic and African-American residents as well. She teaches 10th grade history (regular and honors) and AP world history. She has no experience as a bilingual education teacher, nor has she ever been an ESL teacher. On average, 30-50% of her students come from homes where English is not the first language.

English as Second Language experience. Talking about her ESL experience, Audry mentions that she had no formal pre-service preparation for the same. Similarly, her in-service professional development, barely a 2-hour exercise, has not proved of much use as she feels that it was not specifically related to ESL. She expresses that her ESL training has been “pretty minimal.”

LDL teaching experience. Audry comments that she has not had many students who need a lot of support and most of her non-native speakers are “pretty good at discussion in class, but writing is a challenge.” To teach to the needs of LDLs, Audry incorporates students’ background knowledge into the content being taught in the class; this adds another perspective on the topic and promotes inclusion of students’ diverse language experience. She points out that LDLs do not lack the ability to learn, “it is just that they don’t know this language (English) fully yet.

Multicultural Education experience and linguistic disposition. Audry’s Multicultural Education experience was “excellent.” She says that the course was “really thoughtful” and promoted self-reflection. It helped her to sometimes stop herself and wonder if she was doing the

things that are most inclusive. She expresses how she has become critically conscious of the occurrences around her and whether or not they are socially just. Philosophically, she has decided that, as a multicultural educator, she wants to be “fully inclusive of everyone, and everyone’s background.” Toward this goal, she constantly strives to provide opportunities, especially by discussing various viewpoints. Being a history teacher her focus is to add multiple perspectives to topics as she addresses them. The CIG 660 course was pivotal for her in creating self-awareness.

That course helped me to understand that on a deeper level, and it helps me still in my classes to think about where my students are coming from, not only where are they coming from but their whole family line, like what has brought them to where they are. Still, reflecting on the course, she mentions that, “the cultural diversity aspect of it has a much stronger focus than linguistic diversity.” The course has impacted her classroom practices, too, because she reveals, “I think that's still how I treat it in my classroom really. I think of linguistic diversity as a part of one's culture, but it's not usually something that I think of first.”

As a multicultural educator, she now puts in extra effort to know more about her students’ linguistic and cultural background as she does acknowledge that there is a deep connection between the two. Dispositionally, she supposes that when language loss occurs, “in a way that distances their [LDLs’] relationship from their family because they can’t engage in all of the same kinds of conversation.” She sees value in being multilingual in a globalized world, but she is not sure about teachers’ role in this scenario.

Background and linguistic disposition. Audry identifies as a White monolingual speaker, even though she learned Italian at some point in her life. She no longer feels fluent as

she does not practice it. Her monolingual identity affects her linguistic disposition, to an extent, as she explains,

English is the language that I am teaching in, so it is the expectation that they're going to learn in English; they're going to learn how to speak and write in English effectively. I don't know if anything else about my background really necessarily influences that.

She is aware of the importance of first language in the lives of LDLs, but lack of pre-service and in-service preparation has put her in a position where she is unsure of a teacher's responsibilities in teaching to their needs. Audry states that the offered pre-service course material and in-service training was minimal, unrelated, and superficial, especially when it came down to its implementation in real life classroom situations.

Classroom behavior and facilitation. She is aware that linguistic diversity is the increase in Nevada and feels that it is reasonable to ask mainstream teachers to handle both content and language at the same time, but "it is very challenging." She anticipates that,

For mainstream teachers to teach content to students that don't speak English, I would prefer that they have some English support going along with that so that perhaps they have a class devoted to learning English specifically that can also support teaching them the language and the content.

Based on her in-class exposure to diversity and experience of working with LDLs, Audry does not consider the presence of LDLs as detrimental to the learning of other students, but it is a challenge for the teacher as the class sizes are large and so are the LDL needs. Peer learning is a strategy that comes in handy for Audry. She pairs the students who have "any type of need with somebody that maybe a little bit more skilled in that area" to support the discussion of various topics before the students start writing about it." Scaffolding of instruction also proves

advantageous; other than that, she does not feel the need to modify the content or rigor of the work as she thinks, “work should be challenging.” She says, “I don’t adapt the work because I believe that, no matter what, that rigor of the work needs to be the same, that just because they have a different language, they shouldn’t be doing easier work. I adapt instruction.” She provides one-on-one instruction, translation facility, and a little bit more leniency to LDLs when it comes to classroom facilitation.

Limitations. She observes that, because the school district does not advise teachers to treat ELLs as a priority, there is still inadequate recognition of their growing needs. She deems that the school system is really challenging because there is a great diversity among students but such a limited amount of time to deal with the resulting issues. On that account she notes,

spending at least a couple of minutes every day knowing your students, getting to know them a little bit so that you can understand who they are and where they come from and what they want to learn and how their language fits into that is tough.

Suggestions. Audry says that in Nevada, where Spanish is becoming a more dominant language every day, it would make good sense to have some dual language magnet schools that would provide more opportunity for English speakers to learn Spanish and Spanish speakers to learn English alongside one another. She also thinks that teachers need to be more aware of LDLs backgrounds; otherwise, it is hard to assess their needs. Offering some type of training or education on how to help those students learn better in the classroom, using the language that they have to learn (English), while not diminishing their native language and culture, would be beneficial. It would be useful to add a component that specifically addresses implementing teaching practices with English language learners to some of our other courses that deal with modifying coursework and scaffolding and strategies to increase discussion.

Participant 8: Dory

Background and teaching profile. Dory is a 35-44 year former Nevada high school teacher. She was born and brought up in a middle class working neighborhood in Nevada. Dory identifies as bilingual and “other or multiracial, multiethnic” as she is half Pakistani and half Hispanic. While teaching in Nevada, she taught English language arts for 11 years with a combination of literacy, literature, English writing, and composition.

English as Second Language experience. She has formal ESL teaching experience. She recollects that, while teaching in Nevada, 60-75% of her students identified as LDLs. Talking about her ESL experience, Audry elaborates that, in her early years of teaching, she used to feel very frustrated and helpless when it came to teaching LDLs, as she was unable to comprehend linguistically responsive teaching methods. However, her teaching experience with ESL learners helped her unlock the different layers of teaching English as a language and English as content. This encouraged her to give different options to different students based on their language levels and abilities.

LDL teaching experience. She explains that, during her service years, she had a “really good” experience teaching LDLs; partly because she believed that

The kids’ bilingual or multilingual abilities was an opportunity as opposed to a deficit, which I think has been the perception for teachers, unfortunately, and I think especially for novice teachers or teachers who feel like they haven’t been supportive.

Personally, she also feels that, to some extent, working with LDLs was “tricky” for her.

A lot of what I found is that a lot of students were very tricky because if you didn't know or if you didn't pay attention, you would think that they maybe even were native speakers. They don't have an accent and they sound awesome and they walk in your

door...But don't have the academic language and then half-built literacy in English, academic literacy. That was something I think that was really tricky for me and that was something that I frankly did very poorly early on in my teacher career until I think I learned more about that. I think I left a lot of kids behind.

Multicultural Education experience and linguistic disposition. Talking about her CIG 660 Multicultural Education course, Dory feels it was “pivotal” for her as a person, as an educator, and as a student. The self-awareness that this course generated for her, in hindsight, was incredible as it was the “most dynamic learning.” The course made her aware of the language-culture connection and their rootedness. She very positively recalls that the course has affected her current understanding about what being an American means and how it must be defined in the increasingly diverse society.

Analyzing her CIG 660 experience, she mentions that linguistic diversity was less emphasized, in comparison to cultural diversity. Maybe this was not intentional, but that emphasis surely did affect the overall course experience. Further, she narrates that her own linguistic and cultural diversity have always been of particular relevance to her as they are “such a huge component of her work life too.” Dispositionally, she thinks

Multilingual ability is an asset. These are good things. Frankly, multilingualism is a benefit for current monolingual English speakers. It would be a benefit. It's just all around benefit. It takes money and it takes training and it takes a concerted desire and effort to value that, and I have some snarky and cynical remarks about why that is, but I don't need to go there.

Background and linguistic disposition. Responding to whether her own background impacts her students learning, Dory spontaneously reacts, “how could my background not impact

my students!” She elaborates, that her background is an important part of her personality and identity. These cannot be separated; hence it is a very “natural kind of progression” that her personal background impacts her professional disposition. She states, “I think because I was raised in an environment in which speaking multiple languages was viewed as an asset and that diverse languages and diverse perspectives were not just accepted but...more honored.” Dory’s personal experience, while growing up has influenced her teaching philosophy and she is empathetic and passionate about her LDLs. According to her this is “a real problem” because as much as everyone is aware of it, “there’s a large conversation that we’re missing there.” Non-recognition of students’ L1 is also bad for English acquisition because LDLs have L1, it is easier to make a transfer to second language. Narrating her own frustration around language loss she says, “I have lost my home language”, “I don’t speak Udru and that’s not okay,” and “I couldn’t talk to my mother and I’m not okay with that. It’s not okay.” She firmly believes, “disposition matters and it helps” because if she has a positive disposition, a larger chunk of the battle is won.

Classroom behavior and facilitation. Dory is very clear about the fact that in order for a teacher to be all inclusive, the focus must be to teach the whole child which means being aware of what each child brings to the table and how to best use their prior knowledge as an asset versus disregard it as a deficit. She strongly feels that “this is not an impractical or inappropriate expectation for teachers” and they should be expected to “access both content and language” together. However, she does observe

Teachers need support in doing so in a couple of different ways. I think one, disposition matters, and I think you're going to have a really hard time with teachers who aren't even willing to acknowledge the ways in which disposition is effecting their instruction or lack thereof with linguistically diverse backgrounds, number one.

Limitations. Dory narrates that during her studies to be a teacher, she went through traditional teacher education program but she still feels unprepared to adopt any curriculum and instruction strategies or ideas to meet the needs of LDLs. She remarks that the lack of pre-service and in-service preparation is a serious limitation as the teachers have no idea how to approach both content and language at the same time. She also mentions, “I’ve received many trainings over the years in language acquisition strategies and techniques. Unfortunately, I would say I probably received [the] same training over and over again for last 10 years;” Such superficial training led her nowhere.

Suggestions. She strongly believes that teachers must acknowledge, value, affirm, and respect linguistic diversity of the linguistically diverse population because that is the first step towards being inclusive.

Phase II: Emerging Patterns

Code Document Table

This analytical tool was developed using ATLAS.ti. It served the purpose of providing the initial description of data set by assigning codes to the interview data. While conducting domain analysis for eight interview documents, 253 quotations were generated that were grouped under a total of 52 codes and sub-codes (Appendix M). This table contains the frequency count of the code family per participant’s interview document. It provides an analytical comparison across different groups of documents for a specific code. Thus, it acts as a guide to construct a pattern or a query for detailed qualitative analysis.

Table 14 shows the first 10 codes with the highest frequency for this study, where frequency is an indicator for codes that were used the most or the least. This also shows the relative importance of the codes subsequently used. To illustrate, Table 14 shows lack of

preparation surface as the code with greatest frequency (20), which indicates how many times this particular code was discussed by each participant as their prime concern. In a similar manner, participants presented numerous possible solutions while explaining if taking a Multicultural Education course (CIG 660) created any self-awareness and whether their own linguistic and cultural background influenced their teaching of LDLs. They also shared what more needs to be done to enhance the Multicultural Education experience and teacher training programs in terms of assuring better teacher preparation to teach LDL.

Table 14:

Code Document Table (First 10 Codes)

Codes/ Sub-codes	Patty	Danny	Kia	Ani	Tia	Lee	Audry	Dory	Quotations
Lack Of Preparation	3	3	3	3	4	1	3	0	20
Demographics	2	2	2	2	2	1	2	2	15
Suggestion: Possible Solution	2	1	6	0	1	2	2	1	15
ME Course Experience: Self-Awareness	2	2	1	4	2	0	2	1	14
Teaching Experience: Background	0	2	1	3	1	3	1	2	13
LDL Teaching Experience: Challenge	2	0	3	0	2	0	1	1	9
Peer Learning	1	1	4	1	1	0	1	0	9
Teacher Disposition: Value-Added	3	0	1	2	0	0	1	2	9
In-service ESL Support	0	1	1	1	1	2	2	0	8
TP: Years	0	1	2	1	1	1	1	1	8

Thus, the code document table represents a frequency pattern of the codes and sub-codes, while highlighting the ones that emerged as the key concerns of the participants. These codes

recurred numerous times in participant interviews as data segments that called for attention and future analysis.

ATLAS.ti Networks

As mentioned earlier, qualitative analysis is an iterative process, but it is also important to mention that the role of iteration is not to conduct a repetitive mechanical inquiry, rather, to develop a reflexive process that sparks critical insight and meaning making. Based on this, the following section uncovers the ATLAS.ti networks that were developed with the objective to examine various emerging patterns and the network relationships of codes and sub-codes to best answer the research questions. To initiate this process the research questions were revisited to filter core concerns: Multicultural Education and language disposition, teachers' background and language disposition, and Multicultural Education and language inclusion.

Main research question. Figure 4 shows an ATLAS.ti network that explains how Phase II data establishes a set of relationships that responds to the main research question: How taking a Multicultural Education course mediates current and former teachers' language dispositions towards their linguistically diverse learners? Derived from the question, the codes of interest were:

- Multicultural Education course experience with its sub-codes, namely, language/cultural affirmation, self-awareness, language awareness, and content language versus English language
- linguistic dispositions with its sub-codes, namely, value-added disposition and deficit perspective

As represented in the Figure 4 network, Phase II data reflects that participants who took the Multicultural Education course (CIG 660) between 2010-2015 experienced a varying degree of multicultural self-awareness and language awareness with the purpose of affirming language and culture of diverse students. They also acknowledged having gained some understanding of the difference between content language and English as a language. This multicultural awareness mediated current and former teachers' language disposition in two inconsistent directions: (a) value-added disposition or (b) deficit perspective towards LDLs. Upon further analysis of participant interviews, it was inferred that, if current and former teachers were critically engaged in the Multicultural Education course; had some personal and/or professional association with diverse communities; (outside or inside the school); and had greater teaching experience relative to other participants, they had a progressive multicultural approach and a value-added language disposition towards teaching LDLs in their classroom.

For example, Dory, a multi-ethnic and bilingual former high school teacher with 11 years of teaching experience in LDL dominant (65-70%) schools, demonstrated a positive Multicultural Education course experience, greater understanding of the language-culture interrelation, value-added language disposition, and willingness to work with LDLs to create a linguistically responsive teaching environment. On the contrary, Danny, who is a self-identified White monolingual current teacher and does not associate with his Italian heritage; does not assign much value to his Multicultural Education course experience. Despite his two years of teaching experience with a student body that averages 40% LDLs, he responded indifferently to his students' struggles in terms of language barriers and cognitive difficulties in understanding the content while trying to focus on English as a language. Disposition wise, he believes that the rigor of the work must be the same for every student.

Hence, in response to the main research question, Figure 4 clearly reflects how taking a Multicultural Education course mediates current and former teachers' language dispositions but in varying degrees, especially because a number of other factors were also instrumental.

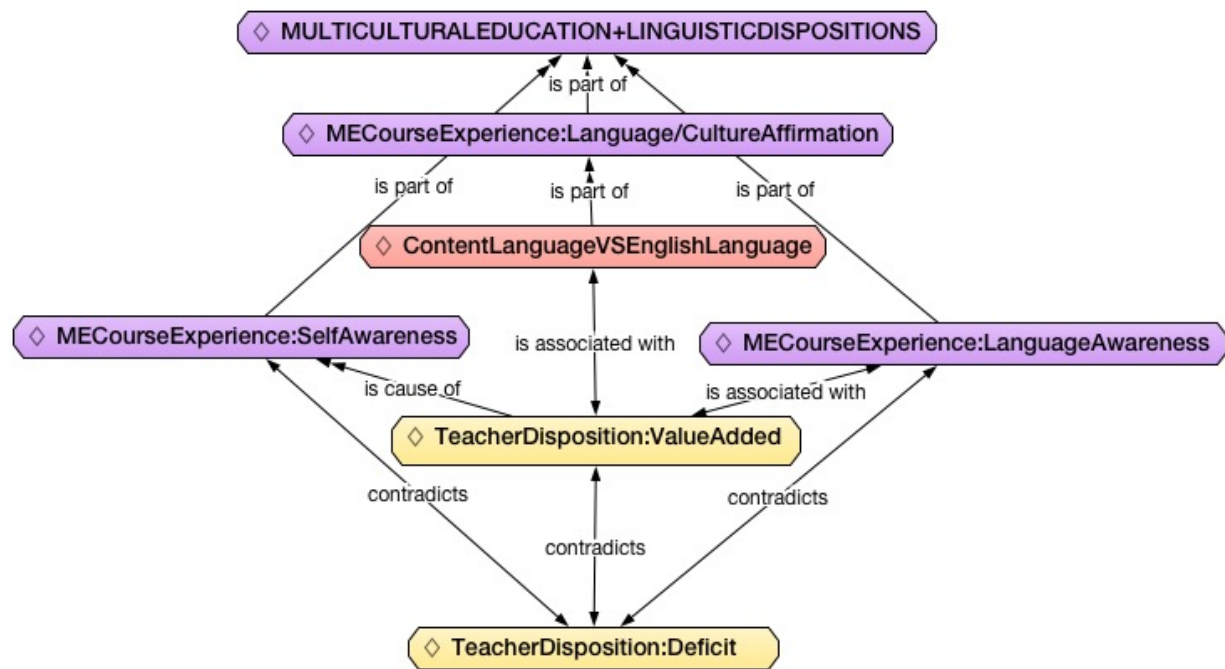


Figure 4. ATLAS.ti network map of relationships between Multicultural Education and language disposition.

Ancillary research questions 2 and 3. Figure 5 presents a graphical representation to best respond to two ancillary research questions that guided this study:

- After taking a Multicultural Education course, how do teachers' language dispositions impact their thinking and behavior when teaching the linguistically diverse learners?
- After taking a Multicultural Education course, do teachers who can call on their own identities of linguistic and cultural diversity have an easier time identifying with their students from diverse backgrounds?

Here, the prime concern was to examine codes and sub-codes that addressed relationships between current and former teachers' background, language disposition, and responsibility/expectation to teach LDLs. A closer look at the interview data revealed that there is a direct connection between teachers' own background, their language disposition, and their ownership of responsibility. Most participants who had a positive Multicultural Education course experience (CIG 660), encountered ESL challenges as a student or as a teacher, and had a value-added language disposition towards LDLs first language, endorsed the expectation that teachers would create assessment modifications and make accommodations in class to unlock the prior L1 knowledge of their students.

Conversely, the network also highlighted that, if teachers had a relatively non-diverse personal or professional environment and a less significant Multicultural Education course experience, there was even less impact on their deficit perspectives. The point is that if the teachers' own linguistic and cultural background does not reflect LDLs' experiences, it creates a gap in teachers' understanding about their responsibility to make accommodations and assessment modifications to minimize the struggles of a diverse learner.

For example, Ani, a self-identified Asian American and multilingual speaker, envisions her LDLs' struggles as similar to her own when she was growing up. She mentions that it is this ESL background connection with which she identifies and that encourages her to be more creative, empathetic, and accommodating as a teacher every day. On the other hand, Audry, a White monolingual speaker with no personal ESL or bilingual education experience, distances herself from the growing diversity in her classroom even though she acknowledges it happening. She feels teaching LDLs is challenging for mainstream teachers especially when it comes to teaching content to students who don't speak English. She expresses that a teacher should not be

fully responsible for language inclusion initiatives; rather, certain language support system should be made available by the school in order to move forward.

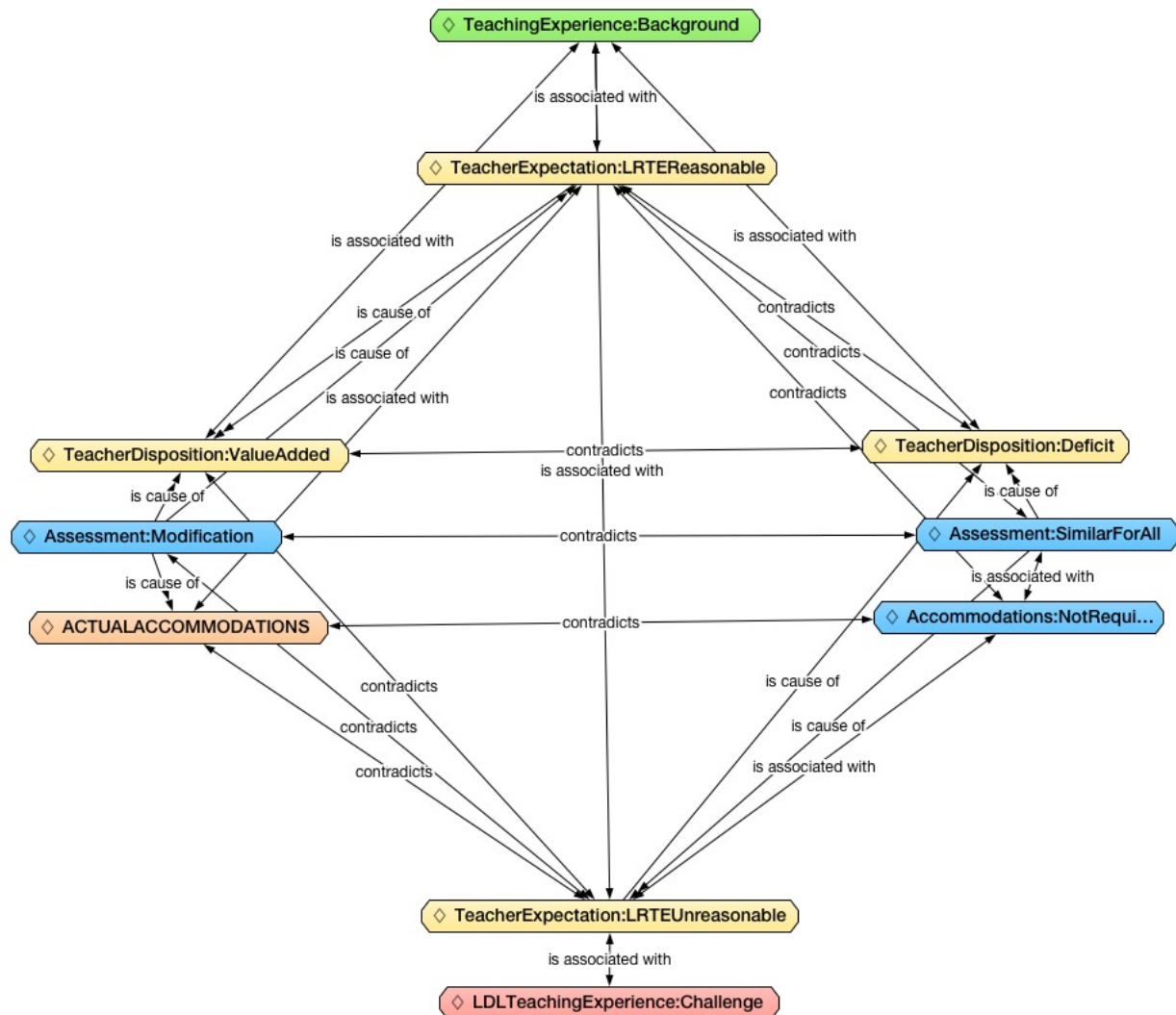


Figure 5: ATLAS.ti network illustrating the relationship between teachers' background and language dispositions.

Research question 4. The final ancillary research question for this study asked how teachers' language dispositions can better facilitate inclusion of language and linguistic diversity in diverse classrooms to achieve a holistic education experience? Figure 6 elaborates on a web of inclusionary strategies that were suggested by the interview participants. The network

emphasizes that, if teachers have a value-added language disposition, they tend to understand the value of multilingualism in a way that counters the monolingual colonial argument. This critical awareness aligns with their multicultural course experience, which further expanded their perspectives on how first language of LDLs has cognitive benefits and facilitates students' identity maintenance.

To promote a linguistically inclusive student-learning environment, critically conscious teachers make actual accommodations like providing audio, differentiated instruction, using translated material, modeling, and providing visuals. Moving along similar lines of establishing a basis for equitable learning, teachers also incorporate assessment modifications and peer learning opportunities to their linguistically diverse learners.

For instance, Kia, a social studies teacher who leans towards helping her LDLs in every possible way, acknowledges that the current monolingual education policy stands in contrast with the growing diversity in schools, hence keeping the imperial past alive. Being multiculturally conscious, she embraces linguistically and culturally responsive methods of teaching to establish a better connection with her LDLs prior knowledge. As a passionate teacher who feels that teachers have larger shoes to fill, she makes curriculum accommodations, provides peer learning opportunities, and makes room for assessment modifications to improve instruction and affirms language-culture diversity for a better learning experience of all students.

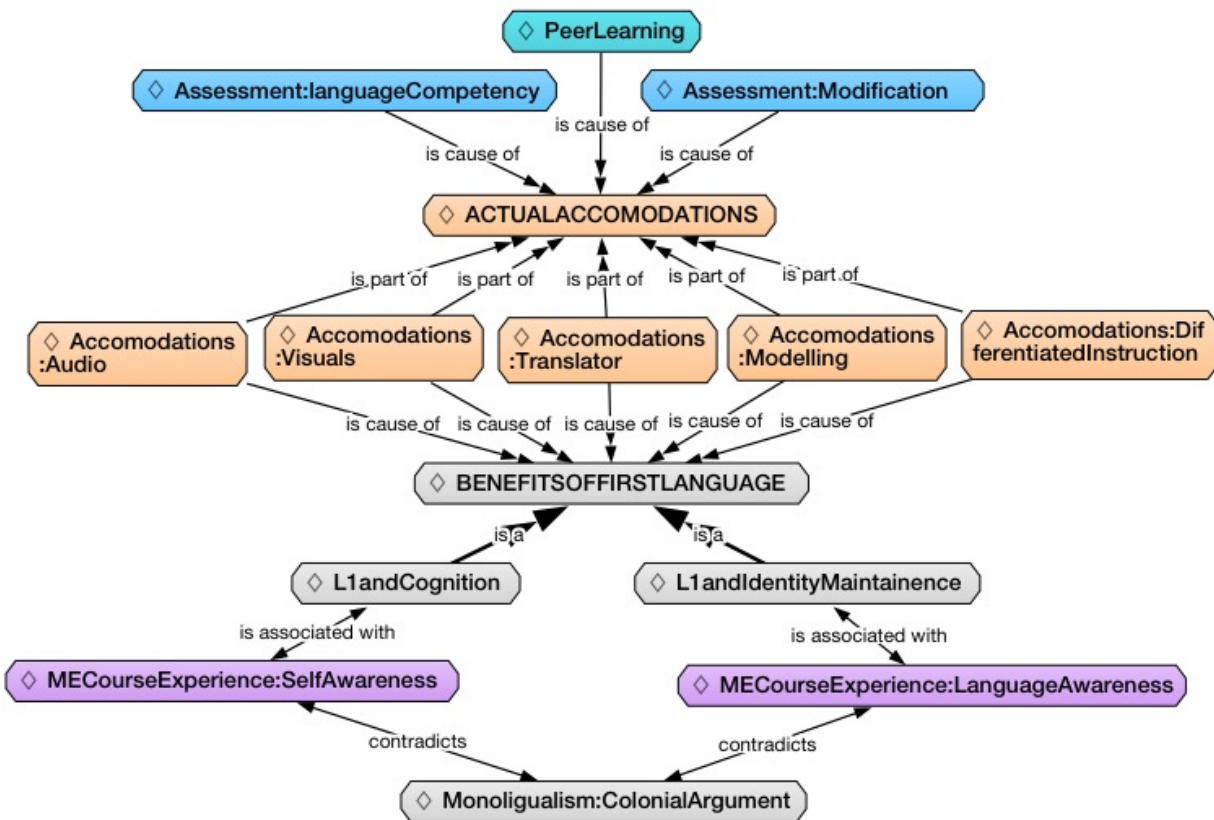


Figure 6. ATLAS.ti network illustrating the relationships between language disposition and inclusion.

Phase II highlights that taking a Multicultural Education course varyingly mediates current and former teachers' linguistic disposition because many factors, like teachers' cultural and linguistic background, years of teaching experience, and personal/professional ESL experience, also play a vital part. The analysis points to the fact that teachers who had a positive Multicultural Education course experience and called on their own linguistic and cultural identities demonstrated a value-added language disposition and had an easier time identifying with students from diverse backgrounds. Last but not the least, teachers with value-added language dispositions embraced various curriculum accommodations and assessment modifications to create a linguistically responsive teaching environment.

Chapter Summary

Chapter 4 detailed the results of this critical ethnography of current and former teachers who took a Multicultural Education course (CIG 660) between 2010-2015. In Phase I, 40 participants completed a 15-minute online survey that included questions addressing participants' demographic information, teaching profiles, and language dispositions (1-5 Likert scale), as well as open-ended questions exploring their subjective understanding of the same. The survey was adapted from versions in two earlier studies: "Teachers' language attitudes on heritage language maintenance" (Lee & Oxelson, 2006) and "Teachers' beliefs about the role of prior language knowledge in learning" (De Angelis, 2011). Qualtrics was used to create and analyze the survey. From the data generated in Phase I, two major themes were identified. First, teachers had a fair understanding of the cognitive importance and intrinsic social value of maintaining LDLs' first language. Second, despite this awareness and value-added dispositions, current and former teachers felt unprepared and unsupported to offer any practical assistance to the students who wished to maintain their L1.

In Phase II, eight participants were interviewed—Patty, Danny, Kia, Ani, Tia, Lee, Audry, and Dory. These participants were chosen from the 40 participants who completed Phase I surveys: in addition to agreeing to the interview, Phase II participants were selected to represent several other criteria such as demographics, linguistic diversity, teaching experience, and language dispositions. This phase of the research examined the participants' background, LDL teaching experiences, Multicultural Education course experience, language dispositions, limitations on and suggestions for creating better educational experiences for LDLs in mainstream classrooms and more effective teacher training programs. Data was hand coded then submitted to ATLAS.ti for computer coding and analysis of each interview. This facilitated the

study of complex patterns and relationships within and across the interview documents. This process revealed three pervasive themes. First, taking a Multicultural Education course mediates current and former teachers' language dispositions differentially because teachers' own linguistic and cultural background, years of teaching experience, and level of personal and professional ESL experience also had a significant influence. Second, teachers who called on their own cultural and linguistic identities, had an easier time identifying with LDLs. Third, teachers who had value-added language dispositions were creative in incorporating curriculum accommodations and assessment modifications mainstream teaching to enhance diverse students' learning thus building a linguistically responsive teaching environment.

Chapter 5 will discuss the implications of this research, and provide a set of recommendations related to teacher linguistic disposition, teacher training programs, and teacher preparedness to be linguistically responsive. Additional areas for new research will also be explored.

CHAPTER 5: DISCUSSION AND IMPLICATIONS

Introduction

Chapter 1 offered an overall introduction, conceptual framework, and theoretical framework for this study, including the rationale for the research. Chapter 2 provided the literature review and empirical research that informed the study. Chapter 3 laid out the methodological approach and the study design. Chapter 4 described the results and findings of this study of current and former teachers' language dispositions.

This research implemented a critical ethnography design in conjunction with the conceptual framework to respond to the research questions. The study was conducted in two Phases. In Phase I, 40 participants completed the 15-minute online survey that was an adapted version of in two earlier studies: "Teachers' Language Attitudes on Heritage Language Maintenance" (Lee and Oxelson, 2006) and "Teachers' Beliefs about the Role of Prior Language Knowledge in Learning" (De Angelis, 2011). Qualtrics was used to design and analyze the survey. It created tabulated data tables and pie charts to compare the responses of all participants. In Phase I, two major themes were identified. First, teachers understood that maintaining LDLs' first language had cognitive significance and essential social value. Second, despite their critical consciousness and value-added language dispositions, current and former teachers felt unprepared and unsupported to practically advise their students who wished to maintain their L1.

In Phase II, eight participants—Patty, Danny, Kia, Ani, Tia, Lee, Audry, and Dory—were chosen from the pre-existing pool of 40 Phase I participants to participate in one-hour long face-to-face or e-interviews. The collected data was hand coded followed by the use of ATLAS.ti to computer code and explore all 8 interviews, which facilitated a thorough study of complex patterns and relationships within and across the interview documents. From these analyses, three

essential themes were distilled. First, taking a Multicultural Education course mediated current and former teachers' language dispositions but to varying degrees due to interplay of factors like teachers' own linguistic and cultural background, years of teaching experience, and level of personal and professional ESL interactions. Second, teachers who called on their own cultural and linguistic identities, had an easier time identifying with LDLs. Third, teachers who had value-added language dispositions creatively incorporated curriculum accommodations and assessment modifications to enhance diverse students' learning and build linguistically responsive teaching environments.

The purpose of this chapter is to reflect on the emergent themes relative to the research questions. Furthermore, the implications of the study are discussed in relation to the recommendations for policy, practice, and further research. This discussion will especially focus on Multicultural Education, rethinking of language dispositions as criteria for teachers' preparedness to teach linguistically and culturally diverse learners in mainstream classrooms, and in-service professional development programs to help teacher become linguistically responsive. Lastly, the limitations of the study, discussed briefly in Chapter 3, are reiterated, and conclusions drawn from the study are reviewed.

Review of Research Questions

This study had a main question followed by three ancillary questions guiding the data collection and analysis process to inquire, "how taking a Multicultural Education course mediates current and former teachers' language dispositions towards their linguistically diverse learners?" Secondly, the three ancillary research questions focused on the following: (a) after taking a Multicultural Education course, how do teachers' language dispositions impact their thinking and behavior when teaching linguistically diverse learners? (b) after taking a

Multicultural Education course, do teachers who can call on their own identities of linguistic and cultural diversity have an easier time identifying with their students from diverse backgrounds? and (c) how can teachers' language dispositions better facilitate inclusion of language and linguistic diversity in diverse classrooms for a holistic education experience?

Being descriptive in nature, the research questions in this study allowed for the possibility of numerous outcomes that could potentially contribute to understanding the value of teachers' language dispositions and their impact on teachers' classroom practices and on maintaining LDLs' first language, and thus addressing language disposition as an important criterion of teacher preparedness to teach LDLs.

Discussion of Emergent Themes Relative to the Research Questions

In this section, I retrace the emergent themes as presented in Chapter 4 as they relate to the study's main and ancillary research questions.

Multicultural Education Mediates Language Disposition

This ethnographic study found that taking a Multicultural Education course significantly influenced teachers' language dispositions, but to varying degrees. However, if the impact is interpreted more broadly to encompass the variance in teachers' dispositions, it ranged from having a value-added language disposition to exhibiting indifferent and deficit perspective towards LDLs, while also thinking of them as a "challenge." Participants experienced multicultural self-awareness and language-awareness in regards to affirming language and culture of diverse students in mainstream classrooms. Some participants, after taking CIG 660 experienced a positive shift in their prior language beliefs and felt the need to engage more, accommodate, and be productive in maintaining their language minority students' L1. In contrast, a few participants remained indifferent towards the language needs of LDLs, followed

the directives of standardized curriculum to maintain the “rigor” of the content, and thought that it was specifically the schools’ responsibility to help such students maintain their L1.

Deliberating on whose responsibility is it to affirm LDLs home language, participants with a positive disposition consistently believed that mainstream teachers must offer practical advice to the speakers of diverse languages. They also thought that the students who knew several languages were cognitively advanced and achieved better academic results across subject areas. However, the other participants strongly held that schools and parents/family must contribute more to help LDLs maintain their first language than teachers, who lack the time for such activities. Teachers’ language dispositions are mediated by multiple factors that further impact their classroom pedagogies in diverse ways. One such factor was having a positive Multicultural Education course experience which led Tia to comment:

I became more aware of just different ways that the students learn. I've incorporated more visuals, more manipulatives and kinesthetic type lessons, trying to get them to interact with the material more. I've incorporated theatre of the oppressed, so they don't necessarily have to use language. They could build tableaux or create a picture out of humans. I think just being exposed to those methods, I guess, and getting to put those into practice in class helped apply it to my classroom.

While exploring the overall impact of a Multicultural Education course, the study found that participants expressed that CIG 660 was “pivotal,” “eye-opening,” and “excellent.” They emphasized that the course helped them become critically conscious of their lived experiences as members of dominant and non-dominant racial/ethnic groups. The course helped them to navigate their identities more effectively, and to become mindful of their in-class teaching strategies. Participants revealed that the course had a positive and multifaceted impact on their

multicultural cognizance and progression towards development of critical pedagogy, inclusive instructional strategies, self-reflection, educational equity, and critical dispositions that resulted in a positive trajectory on a cultural competency continuum.

This positive learning of the participants correlated with the development of value-added language dispositions as they strongly supported the cause of maintaining the home/first language of LDLs. They understood that L1 had cognitive benefits for speakers of diverse languages, kept LDLs' cultural and familial connections alive, and facilitated the process of identity maintenance for them. Participants like Dory, who held value-added language dispositions due to her personal and professional bilingual experiences, stated "I have grown stronger in my belief in the last few years, particularly through my master's program, but always had this belief that the kids' bilingual or multilingual abilities was an opportunity as opposed to a deficit."

Lee envisioned his first language as integral to his identity and commented, "it's made me more confident as a person. I recognize and I understand very well who I am." As a current teacher, Ani recognized the value of having "different perspectives" as they brought innovation to the field. Audry affirmed that the course (CIG 660) helped her become conscious of the history of race and its roots, and the multicultural relations that are still pervasive and affect the opportunities that are or are not available to large groups of her students currently. The course had a significant impact on her everyday teaching practice. She mentioned,

I feel like there was [*sic*] a lot of things brought into that course that I still definitely think about and reflect on when I'm teaching. I sometimes stop myself and wonder, am I doing the things that are the most inclusive? I feel like I had a really good Multicultural Education experience."

Corresponding to this self-awareness, Audry also expressed a value-added language disposition, and she considered it a reasonable expectation that teachers be linguistically responsive and teach mainstream content to students who don't speak English, because they deserve a chance to succeed academically.

Unlike some current and former teacher participants who felt awakened, affirmed, and committed to become linguistically responsive after taking the Multicultural Education course, there were others who thought the Multicultural Education experience was “tough,” “open-ended,” and “very factual.” Tia recalled,

It's been extremely uncomfortable to sit in situations where my identity and what I've known my whole life has [*sic*] been challenged, and then accepting that and trying to learn from it and trying to learn from others' experiences has been a challenge.

Those participants who did not attribute much value to the course (CIG 660) expressed indifferent dispositions when discussing language-culture interrelationships and the intrinsic value of language. Danny distanced himself from his students' culture and language, stating, “It's just a language, right? So, what? It's just a language. It's a bunch of words,” and obdurately went on, “I don't care what language anyone speaks. I mean, as long as we all speak a language in common that's all I care about, and since most people here speak English then I want everyone for now to speak English.”

Analogous to this indifference, participants reportedly felt that expecting mainstream teachers to become language-inclusive when teaching a certain content area was unreasonable, difficult, and challenging. Patty pushed back by saying, “I don't think that should be an expectation, especially when our standards, our testing, is [*sic*] all done in English.” Tia also disagreed with the idea of language-responsive mainstream teaching because it was a challenge

for the teachers. She felt this was especially true when it came to social studies, where there is a lot of required reading but a lack of multiple reading levels, which makes it problematic to scaffold everything to individual reading levels.

During the interview, majority of the participants recognized that the cultural diversity aspect of the course was a much stronger focus than linguistic diversity. This asymmetrical concentration of the course affected their in-class teaching practice; Patty expressed it this way,

I think linguistic diversity was a small component of that broader culture. I think that's still how I treat it in my classroom really. I think of linguistic diversity as a part of one's culture, but it's not usually something that I think of first. That's how I feel about English language learning students.

Participants said that they interpreted and understood diversity in terms of different cultures, rather than having another layer of language and language diversity.

It is also important to mention that numerous other factors like participants' own cultural and linguistic background, teaching experience, formal ESL teacher/ student experience, and level of interaction with LDLs inside or outside school impacted the level of critical consciousness that was generated by the Multicultural Education course. Table 15 presents the Phase II interview responses of 8 participants. It illustrates how, despite having positive Multicultural Education course experiences, participants exhibited varying language dispositions and in-class approaches towards LDLs. This supports a presumption of confounding factors, such as their cultural and linguistic diversity, range of teaching experience, LDL interactions, and formal ESL teacher/student experience.

Table 15

Additional Factors that mediate Language Disposition

Participant Pseudonym	Cultural and Linguistic Background	Formal Teaching/ ESL Teacher/ Student Experience	% of LDLs Interaction	Multicultural Education Course Experience	Language Disposition and in-class approach
Patty	Latina but associates more with White upbringing. Monolingual	5 Years. Current teacher. No ESL Experience.	25% LDLs	Positive life-changing	Value-Added but distanced in-class approach
Danny	White, ethnically Italian but does not identify. Monolingual	2 Years. Current 7 th grade English teacher. No ESL Experience.	40% LDLs	Indifferent	Distanced in-class approach
Kia	White. Monolingual	5 Years. Current High School Social Studies Teacher. No ESL Experience.	60% LDLs	Not necessarily uncomfortable	Value-Added but distanced in-class approach
Ani	Asian-American. Multilingual	6 Years. Former Higher Education Chemistry teacher. Has formal ESL Teacher/ Student Experience.	30% LDLs	Eye opening	Value-Added and passionate in-class approach
Tia	White. Monolingual	3 Years. Current teacher. No ESL Experience.	93% LDLs	Mind blowing	Value-Added and passionate in-class approach
Lee	American born Chinese. Multilingual	3 Years. Current High School Chemistry, Math teacher. Has formal ESL student experience.	35% LDLs	Strange experience	Value-Added but distanced in-class approach

Audry	White. Monolingual	4 Years, 10 th grade history teacher. No ESL Experience.	30-50% LDLs	Excellent	Value- Added and passionate in-class approach
Dory	Multi-ethnic. Bilingual.	11 Years. Current literacy, literature, English writing, and composition. Has formal ESL Teacher/ Student Experience.	60-75% LDLs	Pivotal	Value- Added and passionate in-class

Teachers' Backgrounds Impact their Language Disposition

The study found that teachers' own cultural and linguistic background impact their language disposition because it is an integral part of their identity. They believe both are inseparable. Teachers' own cultural and linguistic background, length of teaching experience, formal ESL teacher/ student training, personal and professional involvement with speakers of languages other than English, and multicultural experience significantly affected teacher attitudes towards LDLs' heritage language maintenance.

Dory affirmed, "my background impacts me and I think that that's kind of a natural kind of progression." She observed that it is for the same reason that her Spanish speakers felt comfortable because she spoke Spanish and had enough resources to help her students. Phase II data demonstrate that, if current and former teachers shared a similar cultural/linguistic background with their LDLs, or have had formal ESL teacher/ student experience, or have been exposed to LDLs while teaching a higher percentage of them, they displayed a value-added language disposition and were more committed to apply extra effort and time to fulfill the

language needs of their LDL students. They believed in differentiated instruction and assessment modification to establish an equitable basis of learning. Kia voiced her concerns about this issue,

We live in a world where you run into people that don't always speak English, or that [*sic*] have limited proficiency in any direction. My best friend's family's that way. I'm around foreign language all the time and it becomes second nature. I think it's really important. If we don't infuse it into our culture, if we don't infuse it into other things and teach our kids other languages, then we're really not doing anyone any service by not allowing them to learn other things and not sharing that with each other.

Conversely, teachers with a monolingual background or who did not receive any formal training as language educators expressed negative or indifferent attitudes toward first language maintenance and did not see themselves as responsible for accommodating LDLs. Phase I data revealed this pattern: 92 % of participants had no bilingual-education teaching experience; 67% of participants identified as monolingual speakers; and 43% of participants were dubious about offering any practical advice to the students who wished to maintain their L1. Phase I also highlighted that 97% of teacher participants were appreciative of their students who spoke another language, but only 22% believed that it was the teachers' responsibility to help students maintain their home language.

Participants also differed in their opinion about language inclusion and affirmation of diverse speakers in teaching mainstream content based on their lived experiences within and outside of formal education. Lee admitted to having worked very hard as an ESL speaker in class and in the community. Narrating his experiences, Lee expressed that if it wasn't for the hard work he had put into learning English, he could never have succeeded in the academic world. This background experience as an ESL speaker was significantly reflected in his attitude when

he shared that, “at some point they’ll [LDLs] have to either suck it up and work to fit into the system or they can fight the system and think that the system is constantly against them.” This is reflective of his own academic and personal struggles as a student. Lee also acknowledged that, due to this dispositional bias, he pushes his students to “work hard” since he sees it all as a matter of “willingness.” He confessed,

Since I do have that bias, part of me feels that when it comes to students who are here in school, one of the things is that the language barrier isn’t really so much a language barrier. It’s a willingness to figure out whether or not a student is willing to, and I see this from my parents’ eyes, but to take advantage of the opportunities that they’ve been given when they’re here.

The study results indicate that current and former teacher participants largely agreed with the idea that maintenance and proficiency in first language positively affected linguistic minority students’ academic endeavor. They also agreed that maintenance of home language would lead to personal benefits for diverse learners such as a sense of ethnic diversity, strong family values, and community building. However, the lack of professional training (pre-service and in-service) and personal exposure to diverse languages deeply influenced their language inclusive disposition.

Language Dispositions Influence Classroom Inclusion

This ethnographic study found that the concept of language dispositions appears to be directly related to teacher behavior and classroom inclusion. A critical understanding of teachers’ language dispositions is essential because such dispositions may be a strong predictor of their teaching behavior and inclusionary pedagogical practices that will affect all aspects of students’

learning. Classroom inclusion is a promising model that demonstrates how mainstream teachers develop instruction to foster the educational success of language minority students.

Rethinking how teachers impact the academic outcomes of an increasing number of LDLs in schools is important because it reconsiders the key question of how best to work with students from diverse linguistic and cultural backgrounds. Participants thought that positive dispositions matter; otherwise teachers would find it hard to acknowledge, value, affirm, and respect linguistic diversity. Such dispositions motivated them to be creative and involved with students one on one during class or after school. Current and former teacher participants implemented a variety of modes of instruction for differentiated learning—translations, applied visuals, and diagrammatic illustrations—all of which benefitted other students in the class with different reading levels. Participants accepted that using alternative assignments and providing assessment translations were crucial accommodations that facilitated an all-inclusive learning environment. Another instructional strategy that teachers implemented to accommodate LDLs outside of standard curriculum instruction was modeling in small group or individual settings to build writing skills. During the interview, several teachers shared that, when starting with a new group of LDLs in the classroom, they used writing sample assignments, general conversations, or WIDA testing to assess students' writing proficiency and academic knowledge. This helped them determine what they needed to do to address students' knowledge gaps.

The study found that all the participants in Phase II encouraged peer learning. They believe, "it really helps in terms of language." Kia admitted, "I'm very heavily reliant on peer learning because I don't have that skill. Even if I did, I'd start to be really reliant on it because I have classes of thirty-five, to forty." Strategy wise, Audry used peer learning with lots of preparation to get the best results and maximize student learning. She noted,

I will usually pair students that have any type of need with somebody that's maybe just a little bit more skilled in that area with them or somebody that's really helpful or patient so that they'll work together. They do a lot of discussion before they write, and that seems to help a lot of my students so that they have someone speaking with them that understands the content. Then that discussion helps with their acquisition of the language. We just sort of go at it and do our own thing.

Similarly, the teachers either felt restricted because they were not authorized to make any changes to the standardized versions of the exams and quizzes implemented in class, or they themselves endorsed the practice of hard work and uniform rigor to create an equal learning environment for all. Others believed that, as long as the students aligned their in-class performance with the rubric or the course expectations, then their job as teachers was done. The lack of value-added language dispositions was partially reflected in their distanced in-class approach in terms of curriculum and assessment modifications. Teachers who envisioned teaching LDLs as a “challenge,” “struggle,” or “frustrating” did not incorporate in-course accommodations and assessment modifications as they did not see any connection between the two. Danny admitted,

Activities and groupings. It's never aimed at... maybe other teachers do that. That's not my style, though... I don't give a crap about my heritage, so obviously, I'm not going to get them to care about theirs... They do the same materials as everyone else... especially for grading I do the same stuff.

Hence, this lack of linguistic responsiveness on the teachers' part paralleled their strong perception of standardized curriculum as being the limiting factor that promotes the one-size-fits-all ideology and does not allow them any time or creative alternatives for academic

acceleration of LDLs. During Phase I, only 20% of participants agreed that it is a teacher's responsibility to help students maintain their home language. Similarly, in Phase II, the majority of participants were concerned that it is impossible to infuse change in the existing curriculum due to the number of standards with which teachers must comply. Teachers argued that the common core standards need attention, and that there is only so much time that teachers can afford, making it difficult for them to include all the languages and cultures while teaching a specific content. Although the participants in this research were generally open to the idea of having linguistically and culturally diverse students in their mainstream classroom, they shared that they felt limited and lacked confidence in their ability and preparedness to teach to the needs of LDLs. Ani recollected,

It would've been great for [*sic*] somebody taught me how do you teach Chemistry for ELL students. So how to teach content and still address those language barriers together. That would be amazing if I had that training and I think a lot of instructors would appreciate that. A lot of instructors don't know. We don't know what works for ELL students.

Overall, dispositions appear to be strongly related to teachers' curriculum practices in the school setting.

The emerging themes for Phase I and Phase II were vividly conceptualized and critically analyzed in this research at various stages while keeping in mind the recurring concerns of the current and former teachers who contributed to the study. Table 16 presents a detailed tabulation of these recurrent concerns or the vital supplementary themes, rationale, and examples that validate the emerging themes. The combination of Phase I and Phase II supplementary themes, further facilitated the examination and creation a better understanding of the various intersections

and interrelations to build a concrete final analysis of the study. Table 16 also highlights various methods involved in the development of the emerging themes that steered this study. The emerging themes evolved as a result of the systematic analysis employed to create a comparative analysis through and across the qualitative data gathered during Phase I and Phase II of the study.

Table 16

Emerging Themes for Phase I and Phase II

Multicultural Education Mediates Language Disposition	
<p>Supplementary Themes, Rationale, and Examples that Emerged During Phase I</p> <p>Current and Former Teachers' Language Disposition:</p> <ul style="list-style-type: none"> • 75% current and former teachers were appreciative of their students who knew another language and had another culture. • 89% participants made an effort to learn at least some words in their students' first language. <p>First Language Maintenance:</p> <ul style="list-style-type: none"> • 75% participants agreed that students who know several languages achieve better academic results across subject areas. <p>Examples:</p> <ul style="list-style-type: none"> • "Language isn't just about words though, it's about culture, history, heritage, connection... it's important to give children the option to maintain that connection, and it could very well be integral to their family life." • "Children need to feel that their culture is important and not marginalized by the predominant culture and language they exist in." <p>Value of Multilingualism:</p> <ul style="list-style-type: none"> • 94% participants agreed that multilingualism is valuable in our society. 	<p>Phase I Analysis</p> <p>Qualtrics Survey Analysis</p> <ul style="list-style-type: none"> • Tabulation • Pie Charts • Hand coding of open ended questions

<p style="text-align: center;">Supplementary Themes, Rationale, and Examples that Emerged During Phase II</p> <p>Multicultural Education Course Experience:</p> <ul style="list-style-type: none"> • “eye-opening,” “pivotal,” and “excellent” • “Strange,” “Uncomfortable,” “tough,” and “open-ended” • Affirms cultural diversity versus linguistic diversity. • Participants felt affirmed and self-reflective. <p>Examples:</p> <ul style="list-style-type: none"> • “It’s made me more confident as a person. I recognize and I understand very well who I am.” • “I have grown stronger in my belief in the last few years.” <p>Numerous other factors also played a vital part.</p>	<p style="text-align: center;">Phase II Analysis</p> <p>ATLAS.ti Interview Analysis</p> <ul style="list-style-type: none"> • Hand Coding • Content Analysis • Domain Analysis • Code Data Table • Network Analysis
<p style="text-align: center;">Teachers’ Backgrounds Impact Language Dispositions</p>	
<p style="text-align: center;">Supplementary Themes, Rationale, and Examples that Emerged During Phase I</p> <p>ESL Teacher/Student Experience:</p> <ul style="list-style-type: none"> • 92% participants had no bilingual education teaching experience; 67% identified as monolingual speakers; and 43% participants were not certain about offering any practical advice to their LDLs. <p>LDL Teaching Experience:</p> <ul style="list-style-type: none"> • Greater LDL teaching experience had a positive impact on teachers’ language disposition. <p>Schools’ Responsibility:</p> <ul style="list-style-type: none"> • 97% of the participants were appreciative of their students who spoke more than one language but only 22% believed it was teachers’ responsibility to help such students maintain their first language. <p>Examples:</p> <ul style="list-style-type: none"> • “Majority participants agreed that multilingualism is an asset but majority believed that “many teachers are not trained on how to enhance students’ home culture and language.” <p>Lack of Teacher Preparation:</p> <ul style="list-style-type: none"> • 73% current and former teachers agreed that schools should offer professional development activities aimed at raising 	<p style="text-align: center;">Phase I Analysis</p> <p>Qualtrics Survey Analysis</p> <ul style="list-style-type: none"> • Tabulation • Pie Charts • Hand coding of open ended questions

<p>teachers' awareness about students' home language and culture.</p> <p>Examples:</p> <ul style="list-style-type: none"> • “Many teachers are not trained on how to enhance students' home cultures and languages.” 	
<p style="text-align: center;">Supplementary Themes, Rationale, and Examples that Emerged During Phase II</p> <p>Teachers' Background:</p> <p>Examples:</p> <ul style="list-style-type: none"> • “My background impacts me and I think that's kind of a natural progression.” • “I do have a bias...I see this from my parent's eyes” • “How can my background not impact my students!” <p>Lack of Teacher Preparation:</p> <ul style="list-style-type: none"> • Out of the 52 codes, Lack of Preparation surfaced as the code with highest frequency (20) for Phase II interview analysis, which indicated its relative importance among the participants. 	<p style="text-align: center;">Phase II Analysis</p> <p>ATLAS.ti Interview Analysis</p> <ul style="list-style-type: none"> • Hand Coding • Content Analysis • Domain Analysis • Code Data Table • Network Analysis
<p>Language Dispositions Influence Classroom Inclusion</p>	
<p style="text-align: center;">Supplementary Themes, Rationale, and Examples that Emerged During Phase I</p> <p>Schools' Responsibility:</p> <ul style="list-style-type: none"> • 67% of participants who completed the survey identified themselves as monolingual speakers; 57% participants felt it was schools' responsibility to offer language programs. • Participants valued the out-of-school language programs to maintain students' L1 rather than something they could do because they felt unprepared and unsupported. <p>Accommodations:</p> <ul style="list-style-type: none"> • Current and Former teachers with value-added language dispositions put-in extra effort to ensure better classroom inclusion of LDLs. • 64% participants agreed that parents have much more to do when it came to helping children maintain their first language. • Majority participants agreed that multilingualism is valuable to the society, consequently 89% agreed to making effort to 	<p style="text-align: center;">Phase I Analysis</p> <p>Qualtrics Survey Analysis</p> <ul style="list-style-type: none"> • Tabulation • Pie Charts • Hand coding of open ended questions

<p>learn at least some words in their students' first language.</p> <p>Examples:</p> <ul style="list-style-type: none"> • [Teachers] "are and should not be responsible for anything that goes on at home." • "Teachers can start and/or support language and culture clubs after school." 	
<p style="text-align: center;">Supplementary Themes, Rationale, and Examples that Emerged During Phase II</p> <p>Teachers' Language Disposition:</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Disposition Matters, and I think you're going to have a really hard time with teachers who aren't even willing to acknowledge the ways in which disposition is effecting their instruction" • "I don't care if anyone speaks. I don't care what language you speak." • "I don't give a crap about my heritage, so obviously, I'm not going to get them to care about theirs'." <p>Accommodations:</p> <ul style="list-style-type: none"> • Audio, visual, translations, modelling, differentiated instruction, and assessment modification. <p>Examples:</p> <ul style="list-style-type: none"> • "I'm very heavily reliant on peer learning because I don't have that skill." • "I don't adapt the work because I believe that, no matter what, rigor of the work needs to remain the same, that just because they have different language, they shouldn't be doing easier work." 	<p style="text-align: center;">Phase II Analysis</p> <p>ATLAS.ti Interview Analysis</p> <ul style="list-style-type: none"> • Hand Coding • Content Analysis • Domain Analysis • Code Data Table • Network Analysis

Implications

The implications of this study extend the discussion toward a reconsideration and possible reformulation of Multicultural Education courses to incorporate critical dialogue on reaffirming linguistic diversity, with a discrete need to educate mainstream teachers about developing positive language dispositions. The findings of this research provide adequate

incentive to improve teachers' language dispositions in support of LDLs' academic success.

Hence, to integrate the changing educational demographics, this research expands itself to reflect on redefining multicultural teaching with regard to the impact it has on teachers' language dispositions that subsequently determine their classroom behavior and inclusion practices.

Additionally, there is a need to have effective pre-service teacher training and professional in-service development programs in place that foster linguistically responsive teaching environments and support the diverse needs of contemporary school populations. Focusing on how to work with language minority students is fundamental to improving teachers' language dispositions that affect the academic success of an increasing number of diverse speakers in schools. Hence, the implications of this study are centered around reconstructing Multicultural Education to reaffirm linguistic diversity, reassessing mainstream teachers' language dispositions, and reevaluating neoliberal tendencies of the English-only education system. These areas also appeared in the analysis of findings and the examination of emergent patterns from the perspective of the conceptual framework.

Reconstruct Multicultural Education to Reaffirm Linguistic Diversity

The shifting language and cultural demographics of the U.S. create an inevitable need to reconstruct and reorganize Multicultural Education as an all-inclusive discipline that guarantees an equitable education environment for all students, especially speakers of languages other than English. The thought behind reconstructing Multicultural Education is not to issue a call for a complete revision of its existing structure, rather to expand it to affirm linguistic diversity as an essential component of cultural diversity. Nieto (1981) clarified that developing a multicultural perspective means learning how to think in more inclusive and expansive ways, reflecting on what is learned, and putting that learning into action. Multicultural Education invites students

and teachers to put their learning into action for social justice. The findings of this ethnographic research support the calls within the Multicultural Education field for active research that stimulates reconstructing and redefining the discipline with a stronger focus on linguistic responsiveness.

Moreover, discussions around linguistic diversity should not be considered separately but considered within the larger context of cultural diversity. This difference may be unconscious but is an ingrained bias that percolates into teachers' disposition when they think of linguistic diversity as a part of students' culture rather than having its own separate entity. Smith (2009) emphasized that the success or failure of Multicultural Education depends on effective teacher preparation. It is only when the teachers understand the diverse learning needs of students and affirm them that actual learning occurs. As Delpit (1995) says, it is only when "we really see, know the students we must teach" that a teacher can make a difference in students' lives (p. 183). Hence, the multicultural programs need to not only challenge teacher candidates to leave their comfort zones but also to expand themselves through examination of their own knowledge and understanding of diverse cultures that will eventually influence them in designing classroom facilitations.

To maximize the impact of formal Multicultural Education in teacher preparation, programs must create ample opportunities for mainstream teachers to practically examine their language dispositions, rather than continue with current class structure that relies on theorizing. Without these occasions for hands-on reflection, many teachers-to-be may fail to incorporate any linguistic responsiveness in their mainstream content. As previously mentioned, this study postulates that the road to establishing all-inclusive Multicultural Education lies in building a recognition and comprehensive understanding of the interrelation of language and culture.

Reassess Mainstream Teachers' Language Dispositions

Mainstream teachers' language dispositions significantly impact their classroom behavior, which in turn influences students' attitudes and academic performance. Analyzing current and former teachers' ESL experiences, the study found that educators' negative attitudes towards LDLs' home language impedes their educational progress. This negative attitude towards students' diverse languages and cultures also affects their confidence in home language and cultural associations.

This deficit perspective is not merely teachers' negative beliefs about non-native speakers of English; rather, as Gorski (2011) says, it describes

an institutionalized worldview, an ideology woven into the fabric of U.S. society and its socializing institutions, including schools. They describe an ideology which shapes individual assumptions and dispositions in order to encourage compliance with an oppressive educational and social order. (p.3)

This remnant ideology of imperial history disregards systemic conditions facing LDLs, like racism and economic injustice, that grant greater social, political, and economic access—and consequently, higher-quality education experiences to some members of society and not others. With this deficit ideology in mind, teachers resort to deficit teaching, thus othering LDLs even more. It follows then, that it is critically important to assess mainstream teachers' language dispositions because they drive classroom practices.

On the other hand, the current Multicultural Education literature also lacks research-based information on how mainstream teachers' value-added language dispositions may positively affect teachers' development of language inclusive pedagogies. Further, even less research is available about the various factors that mediate the formation of teachers' language

dispositions. Consequently, there is a substantive case for assessment of mainstream teachers' language dispositions.

Lee and Oxelson (2006) uncovered a common misunderstanding among teachers; many believe that only those teachers who are proficient in the students' heritage language can support students' heritage language maintenance. On a similar note, this ethnographic study found that participants considered themselves unprepared for and unsupported in teaching diverse learners in mainstream classrooms, due to their lack of knowledge of different languages represented by their LDLs. However, regardless of whether or not the teachers had knowledge of students' first language, this study also found that, if participants recognized the intrinsic value of maintaining their students' home language, they differentiated their instruction methods, incorporated accommodations, and provided test modifications to enhance student learning.

Macnab and Payne (2003) point out, "the beliefs and attitudes of teachers—cultural, ideological and personal—are significant determinants of the way they view their role as educators" (p. 55). This affects teachers' conceptualization of the purpose of teaching and impacts their classroom behavior, curriculum choices, and the pedagogical activities they implement. For example, during the study, teacher participants who taught in high schools claimed that LDLs did want any ESL support; part of this was associated with the school culture and the social message high school kids receive that English is the language of success and opportunity.

In summary, mainstream teachers must adopt value-added language dispositions to effectively incorporate high expectations for language minority students. It is also crucial for teachers to accept responsibility for teaching mainstream content in a linguistically responsive

manner, and for encouraging LDLs to use their native language. They also need to be willing to participate in the professional development experiences that challenge their deficit perspectives.

Re-evaluate Neoliberal Tendencies of English-only Education Environment

As discussed in Chapter 2, given the dynamic and evolving nature of the nation's racial, ethnic, cultural, and linguistic diversity, it is not surprising to realize that many American students speak a language other than English as their home language. Even though LDL students bring the incredible asset of language and cultural diversity with them, it is often treated as an unwelcome burden and, in many cases, met with a deficit perspective. The problem is that the U.S. education system overtly promotes one and only one language—English. Kia expressed her dissatisfaction with the unchanging education climate and its colonial agenda.

We're very colonial and imperialistic. As a social studies teacher, I can assure you of that.

We like to go around and stick our flags in places and tell people that this is ours. Also, I think we have a sense of entitlement in America that says, "You come here, you need to learn English," and for legal reasons, we don't necessarily translate documents, we obviously have interpreters that do things like that

Likewise, Piller & Cho (2013) elaborates that, even though by definition neoliberalism is philosophically opposed to any form of regulation, including language policy, neoliberal economic restructuring has managed to impose English on ever more domains of global life while dissimulating its intent. LDLs feel even more pressured because of the heavily structured testing, assessment, and ranking mechanisms, many of which explicitly privilege the native English speakers. Unfortunately, this "one size fits all" policy and curriculum application frequently make the schools; environment inhospitable for bilingual and bicultural students.

Caught up in this flux of choosing between home language and English language, LDL experiences a “language shift” to assimilate with the dominant culture, with the result that their native language is eroded (Fillmore, 1991). Discussing a similar neoliberal experience, Lee narrated a very personal story about his younger sister. He narrated,

One of the hard parts about growing up is, I’ve seen this, especially my own family; my sister doesn’t speak a word of my native language, very few [*sic*] of it. It becomes very apparent in the way that we communicate with our parents...my sister does not identify with my parents as well as I do. She doesn’t identify with our ethnicity and she doesn’t identify with our cultural values very much. In our family, it’s very hard for us to get along with my sister because when she forgone all of that, even though she’s a speech pathologist, in a sense she lost that identity aspect of her. She doesn’t see herself as Chinese.

Consequently, it is essential to analyze teachers’ beliefs that have been shaped by an English-only policy and a monolingual societal milieu. According to Walker, Shafer, and Iiams (2004), “local community contexts are large determinants in the extent and nature of societal attitudes” and “when teachers internalize dominant societal messages, they bring them directly into their schools and classrooms” (p. 131).

Furthermore, the study focused on the language beliefs of current and former teachers who taught in Nevada. As mentioned in Chapter 2, examining the situation in Nevada served the purpose of exposing the complexity and opportunity associated with ELL funding in the state. Sampson and Horsford (2015) discuss another face of neoliberalism.

Policymakers have acknowledged the need to fund ELL education at the state level in Nevada. A Maintain West state, outpacing the rest of the nation in population growth, immigration, and increasing ethnic and linguistic diversity (p.39).

Further, they report that the increase in Nevada's ELL population from the 2000/2001 to the 2010/2011 school year was 255%; yet, the state has no cohesive ELL policy and no dedicated funding (Sampson & Horsford, 2015). This policy indifference and lack of allocated funding, in the face of such dire ELL needs, demands immediate attention of the stakeholders to establish education laws for equitable and quality education.

The three implications discussed above extend the discussion of the study's conceptual framework even further. They closely align with the three critical questions posed by Freire (2011): Is there a problem?, Is it my problem?, and What can I do about the problem? These questions address the necessity to deepen consciousness, conduct inquiry, and break the monolingual education oppression from within, respectively. The implications for a problem-posing academic environment are an effort to defy oppression that serves the interest of a monolingual world and to breathe life into a linguistically responsive teaching environment that is constantly remade in the praxis to serve the growing language needs of the vast majority of linguistically diverse school population.

Recommendations

Preparing mainstream teacher for effective multicultural teaching in schools with diverse student demographics is a contentious issue in education research, practice, and policy.

Teachers' Language Disposition as a Criterion for Preparedness

Based on the findings of this research and on prior research examining the impact of Multicultural Education on teachers' language dispositions, the relationship between language

dispositions and teachers' classroom behavior, and the disparity between a growing linguistically diverse student population versus the lack of ELL funding, this research recommends that education policy must focus on building positive language dispositions as a criterion for teacher preparedness.

More and more mainstream teachers find themselves teaching students from diverse backgrounds, making it absolutely necessary for teachers to be explicitly prepared to incorporate students' linguistic/ cultural diversity in the classroom and curriculum. Along with having the specific mainstream content knowledge, educators must understand the implications for LDLs having a first language other than English, and have higher expectations of them. There are several reasons for suggesting that language and cultural dispositions should be included among educational goals. Despite the growing influence of Multicultural Education in the U.S., mainstream teachers have not been adequately prepared to teach LDLs. Very little attention is devoted to the central role of language in the education process and even less emphasis is placed on preparing mainstream teachers to become linguistically responsive and embrace their new responsibility towards language minority students.

The most important reason, as already mentioned is that the acquisition of knowledge and skills does not guarantee that they will be effectively used and applied. It is relevant because language, culture, and thinking go hand in hand. Without attention to language, the ability of LDLs to be culturally affirmed and succeed academically is hampered. To develop such dispositions is not impossible. A policy reforms is vital.

Teacher Training

This recommendation comes straight from the heart of the research participants' experience. During the interviews, participants expressed the need to have had at least some

effective pre-service or in-service hands-on training that would have equipped them with the knowledge and skills to work with linguistically and culturally diverse students. Digging deeper into this issue, Patty expressed her concern, “native language is important, but I don’t think we have figured out how to combine the two (Multicultural Education and LDLs first language) effectively.”

This study strongly endorses the expansion of Multicultural Education to address linguistic diversity as the need of the hour. This research recommends introduction of modules on multilingualism and language learning as a required component of Multicultural Education courses. Through focused pre-service and in-service language and disposition training, teachers’ beliefs can be strengthened and extended to better address LDLs’ learning. Disposition can be more explicitly revealed to teachers and put in a form that can be verbalized. Teachers can learn how to put their more positive beliefs into practice and develop links between their beliefs and theory. Lee and Oxelson (2006) provide evidence that teachers with more training in teaching ELLs will have more positive attitudes toward ELLs and hold beliefs more in line with current research concerning these learners.

Based on this study, it is important to take such measures because, although participants displayed some awareness about the cognitive benefits of maintaining L1 and its usefulness in keeping the familial and cultural connections alive, they nevertheless felt clueless, unprepared, and unsupported when it came down to creating and executing linguistically responsive pedagogy.

Future Questions

During this research, it was confirmed that taking a Multicultural Education course mediates teachers’ language dispositions, but to varying degrees. It was also apparent that

number of factors, such as teachers' own linguistic and cultural background, years of teaching experience, formal ESL teacher/student experience, and the amount of LDL interaction, influenced language disposition of the educator. Some recurring questions remain to be answered. What are the factors that have a positive correlation with teachers' language disposition? Which among those predictors has the most significance and why? Future research that addresses these questions will critically expand this study.

Limitations

It is important to note what this study did not include or did not focus on specifically. Limitations for the study are related primarily to the participants and the role of the researcher.

Participants

The participants for this research were current and former teachers who took CIG-660, a Multicultural Education course offered between 2010-2015. They were recruited from UNLV, a premier research institution in the State of Nevada. Due consideration was taken to ensure that participants shared the knowledge base of a Multicultural Education course experience for Phase I and for Phase II they had met the criteria of diverse teaching experience, linguistic background, demographics, and personal education experience. For Phase I, participants completed a 15-minute online survey. For Phase-II, one-hour face-to-face or e-interviews were conducted with selected participants from Phase I. Participant selection for Phase II was based on the following criteria:

- a) Participants completed the 15-minute online survey.
- b) Participants expressed willingness to participate in Phase II, and
- c) Participants were also filtered based on their demographics (a certain percentage of the sample to be people of color), linguistic and cultural diversity (monolingual/ bilingual/

multilingual), teaching experience (have an equal number of teachers with less than and more than 5 years of experience), and language dispositions.

This small and very targeted sample size of the participants for Phase I and the particular selection criteria for Phase II participants can be considered as a limitation. However, since the approach of the study was to generate awareness about mainstream teachers' language dispositions and their intersection with teaching LDLs, it is also hoped that, in future, those who read this study will be able to translate the findings into their own experience.

The participants were current and former teachers who taught in Nevada. Looking at the data, the selection of this site for the study can be considered as a limitation, but can it also be viewed as a particularly data rich site.

The Researcher

As a researcher, I see two factors that might have influenced this study and can be recognized as limitations. Two potential sources of bias are, first, my personal connection to the research study and, second, my linguistic and cultural identity. The personal connection is related to my specific situation and experience as a multilingual mother of a potentially monolingual child and as a current teacher who took CIG 660 and other Multicultural Education courses as a graduate scholar. My passion for Multicultural Education as a tool to improve inclusion in mainstream education could also be seen as a bias in connection with the study. On the flip side, my familiarity with the content of the Multicultural Education course could also be seen as an asset. These connections are unavoidable but stand best when recognized as possible limitations. I acknowledge that I may have brought my own biases to the data analysis. While I was aware of this limitation, I was also certain that I had a critical ideology and reflective capacity that would mitigate such impact on my study. These same factors also provided a driving force that

motivated me to complete the research.

Conclusion

This study has academic significance and the potential to impact the Multicultural Education field in its effort to reaffirm linguistic diversity. Keeping in mind the changing educational demographics, Multicultural Education teachers and teacher educators can use this data to help future teachers develop a sense of linguistic responsiveness and to encourage future mainstream teachers to become critical of their teaching practice. The data can also be utilized in multiple contexts to expand Multicultural Education to become an instrument for affirmation of linguistically diverse students.

The purpose of this research was to investigate how taking a Multicultural Education course mediates current and former teachers' language dispositions, a topic that has not received much attention in this field. The study also examined teacher attitudes toward first language maintenance, which remains marginalized in the education literature. The study found that taking a Multicultural Education course impacts teachers' language dispositions to varying degrees due to factors such as teachers' own linguistic and cultural background, years of teaching experience, formal ESL teacher/student experience, and the amount of LDL interaction—all of which also played vital part in shaping language dispositions of the educators. Further, the study argues that mainstream teachers' value-added dispositions towards LDLs' first language reflect positively on their classroom behavior and language inclusive pedagogies, which are vital to LDLs' academic success.

It is beyond doubt that, in the near future, the majority of the school-going population will be comprised of linguistically and culturally diverse students. Amidst this growing multilingual and multiethnic academic landscape, the current monolingual education system, if

left intact, will continue to play its colonizing role to reproduce English as the language of power and purposefully ignore the culture, language, and history of the linguistically subjugated groups. It is also important to note that, when language serves as an unconscious means of evaluation and differentiation between native and non-native speakers of English, the academically-related language needs of language minority students stand colonized. And still the interconnectedness of language and culture awaits its affirmation in the academic world.

In this dysfunctional scenario, where monolingual education practices are mandated by neoliberal education policies, much work remains to be done towards educating mainstream teachers about their multicultural and multilingual responsibilities. Teachers' understanding of the key role of first language in the personal, academic, and social trajectories of linguistic minority children needs greater attention in order to foster linguistically responsive teaching environments that avoid the colonizing of minds via a one-language policy. Amidst the pressures of monolingual education that bleaches out the multilingual colors of culturally diverse and innocent minds, the following quote from a teacher participant captures the spirit of this research. "Affirmation of language and linguistic diversity is pivotal because in saving our languages, we save our identities, we save ourselves."

APPENDICES

APPENDIX A: ONLINE SURVEY EMAIL

APPENDIX B: ONLINE SURVEY CONSENT FORM

APPENDIX C: ONLINE SURVEY

APPENDIX D: INTERVIEW EMAIL

APPENDIX E: INTERVIEW CONSENT FORM

APPENDIX F: INTERVIEW QUESTIONS

APPENDIX G: THANK YOU EMAIL

APPENDIX H: DATA COLLECTION TIMELINE

APPENDIX I: PHASE I—PREFERRED GENDER PRONOUNS

APPENDIX J: PHASE I--AGE DISTRIBUTION OF PARTICIPANTS

APPENDIX K: PHASE I--MAINSTREAM SUBJECTS TAUGHT BY CURRENT AND
FORMER TEACHERS

APPENDIX L: PHASE I--RACIAL/ ETHNIC DIVERSITY OF PARTICIPANTS

APPENDIX M: PHASE II--CODE DOCUMENT TABLE

APPENDIX A: ONLINE SURVEY EMAIL

DECOLONIZING LANGUAGE NEEDS: AN INSTRUMENT FOR GAUGING TEACHERS' LANGUAGE DISPOSITIONS: Study Survey Email

Dear Current and Former teachers,

Greetings!

You are receiving this email because you have taken a Multicultural Education course in the last five years (2010- 2015) at University of Nevada Las Vegas. I, as a PhD. student with Principal Investigator Dr. Christine Clark, focus on Culture and International Studies, Multicultural Education at University of Nevada Las Vegas, invite you to participate in research study survey followed by an interview.

The survey has been designed to access current and former teachers' language dispositions and how taking a Multicultural Education Course mediates those dispositions.
Approximate Time: 15 minutes.

There has been increasing attention to the importance of first language in maintaining a particular culture and the impact of teachers' linguistic dispositions on the academic learning of the students from diverse backgrounds in United States (U.S.) education system.

Your participation in this study is voluntary and you may withdraw from the study at any point. However, your completion of the survey is important to this research as it informs the study and will add to current research in the field.

Thank you very much for your time and help! Your participation is valuable.

Sincerely,

Ravijot Singh, PhD Student.
University of Nevada, Las Vegas.

Follow the Link to the Survey:

https://unlv.col.qualtrics.com/SE/?SID-SV_6MAIFKRKmu1qk8B

Take the Survey.

Or copy and paste the URL below into your Internet browser:

https://unlv.col.qualtrics.com/SE/?SID-SV_6MAIFKRKmu1qk8B

APPENDIX B: ONLINE SURVEY CONSENT FORM



INFORMED CONSENT

Department of Teaching and Learning

TITLE OF STUDY: De-Colonizing Language Needs: A Critical Ethnographic Study of Former and Current Teachers' Language Dispositions and How Taking a Multicultural Education Course Mediates those Dispositions.

INVESTIGATOR (S): Ravijot Singh and Dr. Christine Clark

For questions or concerns about the study, you may contact Ravijot Singh at (702) 416-6291 and Dr. Christine Clark at (702) 895-3888

For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted, contact **the UNLV Office of Research Integrity – Human Subjects** at 702-895-2794, toll free at 877-895-2794 or via email at **IRB@unlv.edu**.

Purpose of the Study

You are invited to participate in a research study. The purpose of this study is to answer following questions:

1. How, after taking a multicultural education course, teachers' language dispositions impact their thinking and behavior while teaching the linguistically diverse students?
2. After taking a multicultural education course, do teachers, who can call on their own identities of linguistic and cultural diversity, have an easier time identifying with their students from diverse backgrounds?
3. How teachers' language dispositions can facilitate better inclusion of language and linguistic diversity in diverse classrooms for a holistic education experience?

At this stage teachers' language dispositions will be generally defined as teachers' attitudes that support culturally diverse students' first language learning and development.

Answering these questions will help understand how taking a Multicultural Education course, CIG 660 mediates current and former teachers' language dispositions towards their linguistically diverse students.

Participants

You are being asked to participate in this research study because you are a former or current teacher who has taken CIG 660, a multicultural education course in the last five years (2010-2015) at University of Nevada, Las Vegas.

Procedures

If you volunteer to participate in this study, you will be asked to participate in the following TWO phases:

PHASE I: You will be asked to complete online survey. For this survey you will be asked to identify a pseudonym. It should take approximately 15 minutes to complete.

You will also be asked to provide contact information for future correspondence by the researcher, strictly for research study purposes.

PHASE II: You will be selected for this phase of the research study based on your demographics, linguistic and cultural diversity, teaching experience, and language dispositions. You will be asked to complete an hour-long face-to-face interview. This interview will be conducted in - UNLV conference room located at: 4505 S. Maryland Pkwy, Las Vegas, Nevada, 89154.

Benefits of Participation

There may not be direct benefits to you as a participant in this study. However, we hope to empower

current and former teachers to become self-reflective and self-analytical about their own dispositions, attitudes, beliefs, and behavior towards students with linguistic diversity.

Risks of Participation

Answering the survey(s) poses no more risk than what you would face in everyday life. Although the researchers have tried to avoid risks, however, we are dealing with topics of language, culture teacher dispositions, deficit perspective in teaching, and handling diversity in classroom, which can often be uncomfortable for individuals to discuss openly. If or any reason you experience any discomfort or uneasiness in answering questions, **you do not have to answer anything you do not want to, and you may stop taking the survey at any time.** Not answering certain questions, or stopping will not any future impact.

Cost /Compensation

Aside from your time, there are no costs for taking part in the study. You will not be paid for participating in 15 minute Online Survey.

Confidentiality

All information gathered in this study will be kept as confidential as possible. No reference will be made in written or oral materials that could link you to this study. Even though it might be possible to identify respondents based on their computer IP numbers, the surveys themselves contain no identifying information. You will not be asked to create a code-number for yourself. There will be no pairing of the online survey responses to the individual face-to-face interview responses, for analysis. No identifiers linking you to this study will be included in any reports (published or unpublished) for this research. Research records will be stored securely and only researcher associated with this project will have access to the records. The online survey you complete will be stored in computer files protected with a password.

People who have access to your information include the Principal Investigators and research study personnel.

Information about you and related to this study will be kept confidential to the extent permitted or required by law.

Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with UNLV. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Participant Consent

I have read the above information and agree to participate in this study. I have been able to ask questions about the research study. I am at least 18 years of age. A copy of this form has been given to me. PLEASE SELECT EITHER "I AGREE" OR "I DISAGREE" BELOW.

APPENDIX C: ONLINE SURVEY

DECOLONIZING LANGUAGE NEEDS: AN INSTRUMENT FOR GAUGING
TEACHERS' LANGUAGE DISPOSITIONS

RAVIJOT SINGH

INTRODUCTION

The purpose of this instrument is to gather qualitative data on Teachers' Language Dispositions. The questions below have been adapted from two articles:

J. Sook Lee & E. Oxelson (2006) "It's Not My Job": K-12 Teacher Attitudes Toward Students' Heritage Language Maintenance, published in the *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 30(2), 453-77, DOI: 10.1080/15235882.2006.10162885

And,

G. DeDe Angelis (2011). Teachers' beliefs about the role of prior language knowledge in learning and how these influence teaching practices, published in the *International Journal of Multilingualism*, 8(3), 216-34.

While you read and fill out this instrument please take notes on any questions that are unclear to you or about which you have questions.

In filling out this instrument be aware that you are a voluntary participant and that the data you share here will not reveal your identity and will otherwise be held in strict confidence.

DEMOGRAPHIC INFORMATION (DI)

Race/Ethnicity

- _____ Asian American/Asian/Asian Pacific American/Pacific Islander/Other: _____
- _____ Bi-racial/-ethnic/Multi-racial/-ethnic: _____
- _____ Black/African/Black American/African American/French or English Speaking Caribbean Islander/Other: _____
- _____ Indigenous/Native American/American Indian/Alaskan Native/Other: _____
- _____ Latinx/Mexican/Mexican American/Chicanx/Puerto Rican/Central American/South American/Spanish or English Speaking Caribbean Islander/Hispanic/Other: _____
- _____ Middle Eastern American/Middle Eastern/Other: _____
- _____ White/European/White American/European American/Caucasian/Other: _____

Age

- _____ 18 – 24 years
- _____ 25 – 34 years
- _____ 35 – 44 years
- _____ 45 – 54 years
- _____ 55 – 64 years
- _____ Age 65 or older

Preferred Gender Pronouns

☐ She/Her/Hers
☐ He/Him/His

Language

☐ Monolingual
☐ Bilingual (Specify languages) _____
☐ Multilingual (Specify languages) _____

Highest Level of Education

☐ High School
☐ College
☐ Associate degree
☐ Bachelor's degree
☐ Post Graduate
☐ Master's
☐ Doctorate
☐ Other Advanced Degree (beyond Master's) _____

TEACHING PROFILE (TP)

- 1) In which year did you start teaching? _____
- 2) Specify your current teaching assignment
☐ Elementary School (K-5 or K-6)
☐ Middle School (6-8, 6-9, 7-8, or 7-9)
☐ High School (9-12 or 10-12)
☐ Other (Please specify): _____
- 3) If you teach at Middle School or High School level, which subjects do you teach:
☐ Math
☐ Science
☐ English/ Language Arts/ Reading
☐ Social Studies/ History/ Government
☐ Physical Education/ Health
☐ Technology
☐ Other (Please specify): _____
☐ Not Applicable
- 4) Are you now, or have you ever been, a bilingual education teacher?
☐ Yes
☐ No
- 5) Are you or have you ever been an ESL (English as Second Language) teacher?

☐ Yes
☐ No

- 6) What percentage (on average) of your students is from homes where a language other than English is spoken (as a first or second language)? _____%

SURVEY QUESTIONS

Instructions: Please read the statements carefully and rate to what extent you agree or disagree with the statement. If you have any further comments about any statement, please feel free to express them at the end. As noted above, your responses are anonymous and confidential.

1: Strongly Disagree, **2:** Disagree, **3:** Nether Disagree nor Agree, **4:** Agree, **5:** Strongly Agree
I THINK THAT...

- | | | | | | |
|---|---|---|---|---|---|
| 1) Schools should be invested in helping students maintain their first/home language and home culture. | 1 | 2 | 3 | 4 | 5 |
| 2) Proficiency in home language helps students in their social development. | 1 | 2 | 3 | 4 | 5 |
| 3) Maintenance of home language is the key to maintaining and strengthening family ties. | 1 | 2 | 3 | 4 | 5 |
| 4) Maintenance of home language is essential in keeping channels of communication open with parents. | 1 | 2 | 3 | 4 | 5 |
| 5) It is valuable to be multilingual in our society. | 1 | 2 | 3 | 4 | 5 |
| 6) Teachers should encourage students to maintain their home language. | 1 | 2 | 3 | 4 | 5 |
| 7) Participation in out-of-school language instructional activities should be encouraged as a strategy for maintenance of home language. | 1 | 2 | 3 | 4 | 5 |
| 8) Heritage language/First language maintenance is too difficult to achieve in our society. | 1 | 2 | 3 | 4 | 5 |
| 9) Encouraging the students to maintain their first language will prevent them from fully acculturating into the dominant/mainstream society. | 1 | 2 | 3 | 4 | 5 |

10) Teachers, parents, and students must work together to help students maintain their home language.	1	2	3	4	5
11) I make an effort to learn at least some words in my students' first language.	1	2	3	4	5
12) In class, I encourage students to share their home language and culture every chance I get.	1	2	3	4	5
13) I appreciate that my students know another language and have another culture.	1	2	3	4	5
14) In my teaching, I do not usually make reference to students' first language or home culture.	1	2	3	4	5
15) I encourage parents to speak English at home because I believe it will help their children learn English faster.	1	2	3	4	5
16) Parents / family must do more to help their child maintain their first language.	1	2	3	4	5
17) Frequent use of the home language delays the learning of English.	1	2	3	4	5
18) It is a teachers' responsibility to help students maintain their home language.	1	2	3	4	5
19) I would like to be more informed about students' home language and culture.	1	2	3	4	5
20) Students who know several languages achieve better academic results across subject areas.	1	2	3	4	5
21) Maintaining home language also helps students maintain their home culture.	1	2	3	4	5
22) Schools should offer professional development activities aimed at raising teacher awareness about students' home language and culture.	1	2	3	4	5

23) I offer practical advice to students who wish to maintain their first language. 1 2 3 4 5

SHORT ANSWER QUESTIONS

24) Have you ever taken a Multicultural Education course? When and where?

25) Do you have frequent contacts with students who speak languages other than English outside school?

☐ No

☐ Yes

If relevant, please explain further:

26) In your opinion, what percentage of your students in the current or most recent academic year speak a language other than English at home?

27) Do you think first language maintenance is important for children who speak English as a second language? Why or Why not?

28) If you responded “yes” to question 27, what in your opinion, is the teacher’s role in students’ home language maintenance? Give suggestions.

29) Anything else you want to add?

Thank you for taking time to complete this instrument.

APPENDIX D: INTERVIEW EMAIL

DECOLONIZING LANGUAGE NEEDS: AN INSTRUMENT FOR GAUGING TEACHERS' LANGUAGE DISPOSITIONS: Study Interview Email

Dear Current and Former teachers,

Greetings!

You are receiving this email because you have taken a Multicultural Education course in the last five years (2010- 2015) at University of Nevada Las Vegas. I, as a PhD student with Principal Investigator Dr. Christine Clark, focus on Culture and International Studies, Multicultural Education at University of Nevada Las Vegas, invite you to participate in a face-to-face personal interview session.

This face-to-face interview session in which you have agreed to voluntarily participate will take place at a UNLV conference room located at: 4505 S. Maryland Pkwy, Las Vegas, Nevada, 89154. The purpose of this personal interview session is to access current and former teachers' language dispositions and how taking a Multicultural Education Course mediates these dispositions.

Approximate Time: 1 Hour.

Towards the end of the interview you will receive a \$10.00 Starbucks gift card for your participation.

Your participation is voluntary and you may choose not to respond to any question. If you have any questions about this study and about your role in the study, please feel free to contact us at singhr7@unlv.nevada.edu. Please, reply to this email if you would like to participate in this research.

Thank you for your time and consideration.

Looking forward to meeting with you.

Sincerely,

Ravijot Singh, PhD Student.
University of Nevada, Las Vegas.

APPENDIX E: INTERVIEW CONSENT FORM



INFORMED CONSENT

Department of Teaching and Learning

TITLE OF STUDY: De-Colonizing Language Needs: A Critical Ethnographic Study of Former and Current Teachers' Language Dispositions and How Taking a Multicultural Education Course Mediates those Dispositions.

INVESTIGATOR (S): Ravijot Singh and Dr. Christine Clark

For questions or concerns about the study, you may contact Ravijot Singh at (702) 416-6291 and Dr. Christine Clark at (702) 895-3888

For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted, contact **the UNLV Office of Research Integrity – Human Subjects** at 702-895-2794, toll free at 877-895-2794 or via email at IRB@unlv.edu.

Purpose of the Study

You are invited to participate in a research study. The purpose of this study is to answer the following questions:

1. How teachers' language dispositions impact their thinking and behavior while teaching the linguistically diverse students?
2. Do teachers who can call on their own identities of linguistic and cultural diversity have an easier time identifying with their students from diverse backgrounds?
3. How teachers' language dispositions can facilitate better inclusion of language and linguistic diversity in diverse classrooms for a holistic education experience?

At this stage teachers' language dispositions, will be generally defined as teachers' attitudes that support culturally diverse students' first language learning and development.

Answering these questions will help understand how taking a Multicultural Education course, CIG 660, mediates current and former teachers' language dispositions towards their linguistically diverse students?

Participants

You are being asked to participate in the study because you are a former or current teacher who has taken CIG 660, a Multicultural Education course in the last five years at the University of Nevada, Las Vegas. Also, you have completed the 15-minute online survey (Phase I of this research study) and have expressed your willingness to participate in an hour-long interview session (Phase II of this research study).

Procedures

If you volunteer to participate in this study, you will be asked to participate in the following TWO phases:

PHASE I: **You have already completed this phase of the study-** a 15-minute online survey. For this survey you were asked to identify a pseudonym and voluntarily provide contact information for future correspondence by the researcher, for Phase II (interview) of the research. The contact information provided will be strictly for research study purposes only.

PHASE II: You have also been selected for this phase of the research study based on your demographics, linguistic and cultural diversity, teaching experience, and language dispositions. You will be asked to complete an hour-long face-to-face interview. This interview will be conducted in a UNLV conference room located at: 4505 S. Maryland Pkwy, Las Vegas, Nevada, 89154.

Benefits of Participation

There may not be direct benefits to you as a participant in this study. However, I hope the proposed research will empower current and former teachers to become self-reflective and self-analytical about their own dispositions, attitudes, beliefs, and behavior towards students with linguistic diversity.

Risks of Participation

Answering the interview questions poses no more risk than you would face in everyday life. Although the researcher has tried to avoid risks, however, the topics of language, culture, teacher dispositions, deficit perspective in teaching, and handling diversity in the classroom surface in everyday life, which can often be uncomfortable for individuals to discuss openly. If, for any reason you experience any discomfort or uneasiness in answering questions, **you do not have to answer anything you do not want to, and you may stop taking the interview at any time.**

Cost /Compensation

Aside from your time, there are no costs for taking part in the study. You will be given a \$10.00 Starbucks gift card for participating in the face-to-face personal interview session.

Confidentiality

All information gathered in this study will be kept as confidential as possible. No reference will be made in written or oral materials that could link you to this study. Participants will be asked to identify a pseudonym at the beginning of the interview, which will be used in the study to ensure they are not identifiable. If the participants do not want to pick a pseudonym for themselves, the researcher will pick one for them. Research records will be stored securely and only researchers associated with this project will have access to the records. People who have access to your information include the Principal Investigators and research study personnel. Information about you and related to this study will be kept confidential to the extent permitted or required by law.

Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with UNLV. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Participant Consent

I have read the above information and agree to participate in this study. I have been able to ask questions about the research study. I am at least 18 years of age. A copy of this form has been given to me. PLEASE SELECT EITHER "I AGREE" OR "I DISAGREE" BELOW.

APPENDIX F: INTERVIEW QUESTIONS

Demographic Identity (DI)

1. Where did you grow up—what state/city/kind of neighborhood?
2. How would you describe yourself in terms of culture, ethnicity, and/or race?
3. What is your gender? Female/ Male/ Choose not to identify.
4. What is your age?
5. Is English your native language? “Yes” “No”

Do you speak a second language? If Yes, tell me about the languages that you speak. Where/ when did you learn these?

6. How would you describe yourself linguistically- Monolingual/Bilingual/Multilingual?

Teaching Profile (TP)

1. How many years have you been teaching?
2. What do you teach? (You can specify the subject or indicate the area, for instance foreign languages, scientific subjects and so forth).
7. Have you ever had an ESL student enrolled in your classes? “Yes” “No”
3. As a current or former teacher, in your opinion, what percentage of your students speak/spoke language(s) other than English as their home language?
4. Are you or have you ever been a bilingual education/ ESL teacher? If Yes, how many years?
5. What, if any, experience have you had working with linguistically diverse learners in your class?
6. What, if any, role do you think your students’ language plays in their interaction with you or their understanding of the content being taught?

7. As a current or former teacher, have you organized activities and projects that enable the language minority students to work together cooperatively and develop a superordinate group identity?
8. Do you use a variety of assessment devices to ensure that students from diverse language groups meet rigorous standards in the academic subjects?
9. Approximately how many staff development hours have you taken that dealt specifically with language minority students? _____
10. What types of preparation have you had to teach English Language Learners (ELLs)/dialect speakers? (at pre-service level? In-service? Experience?)
11. As a current or former teacher, have you received adequate support from the ESL staff and school administration when ESL students enroll in your classes? Why or why not?
12. How do you assess students' language competence? In what ways, do you accommodate for non-native speakers?
13. What activities do you think promote language development?
14. Do you feel you need to adapt any materials or means of instruction to meet the needs of your linguistically diverse students?
15. Describe your experience while teaching students who are non-native English speakers. How do you feel your own background affects your teaching of students who are not from your racial and language background?
16. How do you perceive that your teacher education program has prepared you to teach effectively in a culturally diverse classroom?

Multicultural Education Course (CIG 660) Experience:

1. In which semester term, did you take the CIG 660, Multicultural Education course at UNLV?
2. What, according to you, is the meaning of Multicultural Education?
3. Have you taken any other Multicultural Education course(s)? If yes. Approximately how many hours at graduate and Under-Graduate levels?
4. Share your Multicultural Education teaching philosophy. How do you incorporate it into your daily instruction?
5. Describe any multicultural, language-awareness classroom practice(s) you have used in the past and how you would ensure equity among your students. What language strategies would you use to enhance students' writing skills?
6. Becoming multilingual and multicultural is often an exhilarating experience, but it can also be uncomfortable and challenging because it decenters your world. How would you explain your Multicultural Education experience?

Multicultural Education Question:

1. Did taking a Multicultural Education course (in this case CIG 660) help you become knowledgeable about the diverse perspectives on historical and current events within different ethnic, racial, language, and cultural communities?
2. Did taking a Multicultural Education course (in this case CIG 660) help you develop the knowledge and skills needed to modify your instruction so that students from diverse and language groups will have an equal opportunity to learn in their classrooms?
3. What is your overall perception of the program for ELLs at x school? Do you feel that the objectives are met?

4. How would you define multicultural/ diverse classrooms?
5. What are your perspectives and beliefs towards diversity in classrooms?
6. What shapes your perspectives or beliefs? Please explain and give me an example from your teaching experiences.

Language Disposition:

1. As a current or former teacher, do you think home language maintenance is important for children from linguistically diverse backgrounds? Why or why not?
2. What kind of personal and professional experiences have affected your perception of teaching culturally diverse students? If any.
3. As a current or former teacher, what do you think is the teacher's role in student's home language maintenance?
4. As a current or former teacher, do you think is it unreasonable to expect a mainstream teacher to teach a child who does not speak English? Why or why not?
5. As a current or former teacher, do you think having a non- or limited-English proficient student in the classroom is detrimental to the learning of other students?
6. Can you talk about the linguistic accommodations and modifications you have instituted in your classroom to mirror the linguistic diversity, linguistic sensitivities, and linguistically appropriate ways of learning and resources for your students?
7. *Nevada is home to the highest density of children (31 percent) who do not speak English as their first language (Migration Policy Institute, 2010).* In light of this statement, do you think mainstream teachers should be required to receive pre-service or in-service training to be prepared to meet the needs of linguistic minorities?

8. The modification of coursework for ESL students would be difficult to justify to other students. Why or why not?
9. As students are learning English, what do you see as the role of their native language (or dialect) in learning English, if any?
10. Tell me about your assessment methods and whether you adapt these methods to your students' differences. How? Give examples.

Future Action:

1. It is important that people in the United States (U.S.) learn a language in addition to English. Why or why not?
2. Would you support the idea that future government should spend additional money to provide better programs for linguistic minority students in schools?
3. What recommendations would you suggest to college and university teacher education programs to prepare future teachers to teach culturally diverse students?
4. How do you hope to make a difference in the lives of your students? What do you hope your students will remember after they have left your class?
5. What types of tests do you use in your class? Do you make any accommodations for ELLs? How reliable are these tests for English Language Learners?

MORE QUESTIONS

1. Even though there is no magic solution to all problems of linguistically diverse students, what do you think, where can we begin?
2. What should mainstream teachers know about language minority students, and what skills do you think are necessary to be effective in the classroom.

3. *Despite having the highest density of ELLs in the country (Migration Policy Institute, 2010), Nevada remains one of only eight states that do not fund ELL education (AIR, 2012).* In the U.S., there is no room for instruction in language other than English. Do you agree or disagree? Why?

APPENDIX G: THANK YOU EMAIL

Dear Current and Former Teachers,

Greetings!

It was a pleasure to meet with you and interview you. Learning more about language dispositions of current and former teachers who have taken a Multicultural Education course in the last five years (2010-2015) from you has rooted me even more in this issue.

For and further questions or concerns about the study, you may contact Ravijot Singh at **(702) 416-6291** and Dr. Christine Clark at **(702) 895-3888**

I appreciate the time you took to provide honest responses and the effort you made to meet with me. Thank you once again. Your input is valued.

Sincerely,
R. Singh

APPENDIX H: DATA COLLECTION TIMELINE

Survey Timeline:

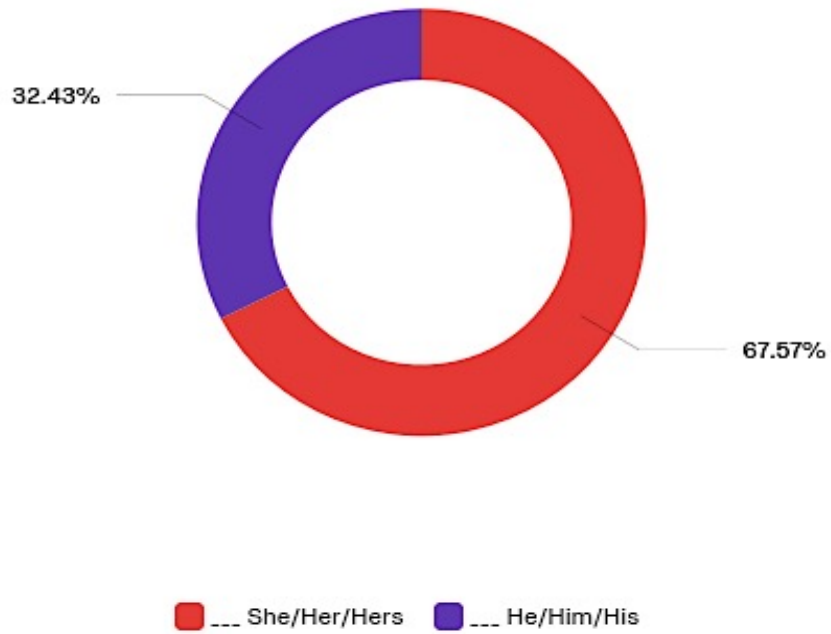
DATE (2016)	ACTION
JUNE 11 th	<ul style="list-style-type: none"> FIRST REQUEST for survey sent out by Dr. Christine Clark to CIG 660 students from 2010-2015. FIRST research survey sent out by Ms. Jovita Bayuga to CIG 660 students from 2010-2015 on behalf of Dr. Emily Lin (Chairperson, Department of Teaching and Learning).
SEPTEMBER 28 th	
	<ul style="list-style-type: none"> SECOND/FINAL REQUEST for survey sent out by Dr. Christine Clark to CIG 660 students from 2010-2015.

Interview Timeline:

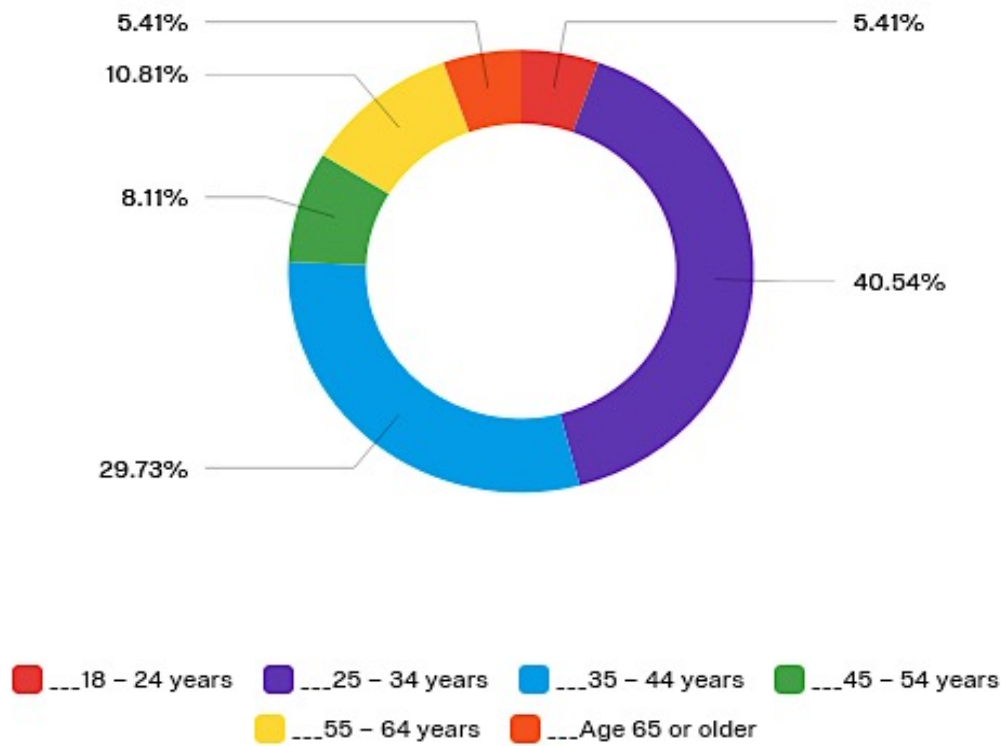
DATE (2016)	ACTION TAKEN	NUMBER OF INVITATIONS SENT	NUMBER OF RESPONSES RECIEVED
JULY 14 th	FIRST Research Study INTERVIEW email sent out to the participants who agreed to be interviewed	9	2
			Finally interviewed: 1
JULY 21 st	SECOND Research Study INTERVIEW email sent out to the <i>remaining</i> participants who agreed to be interviewed	7	2
			Finally interviewed: 2
AUGUST 1 st	THIRD Research Study INTERVIEW email sent out to the <i>remaining</i> participants who agreed to be interviewed	5	2
			Finally interviewed: 1
AUGUST 11 th	FIRST Convenience sampling email sent out to potential participants. Contact information retrieved from Dr. Christine Clark, professor CIG 660	10	0
SEPTEMBER 5 th	SECOND Convenience sampling email sent out to potential participants. Contact information retrieved from Dr. Christine Clark, professor CIG 660	10	0
SEPTEMBER 20 th	Convenience sampling face-to-face sign-up request to potential participants at ROUND-ROBIN, a once a semester dinner meeting arranged Dr. Christine Clark, professor CIG 660.	4	3
			Finally, interviewed: 0
SEPTEMBER 21 st	Participant interview scheduled from past follow-ups: 1		

SEPTEMBER 21 st and SEPTEMBER 25 th	Follow up Convenience sampling email request sent out to potential participants	3	Finally Interviewed: 0
SEPTEMBER 29 th	Research Study INTERVIEW email sent out to the participants who agreed to be interviewed after Dr. Christine Clark's SECOND/FINAL REQUEST.	3	Finally Interviewed: 2
October 3 rd	Research Study INTERVIEW email sent out to the participants who agreed to be interviewed after Dr. Christine Clark's SECOND/FINAL REQUEST.	2	Finally Interviewed: 1
Total number of interviewed participants: 8			

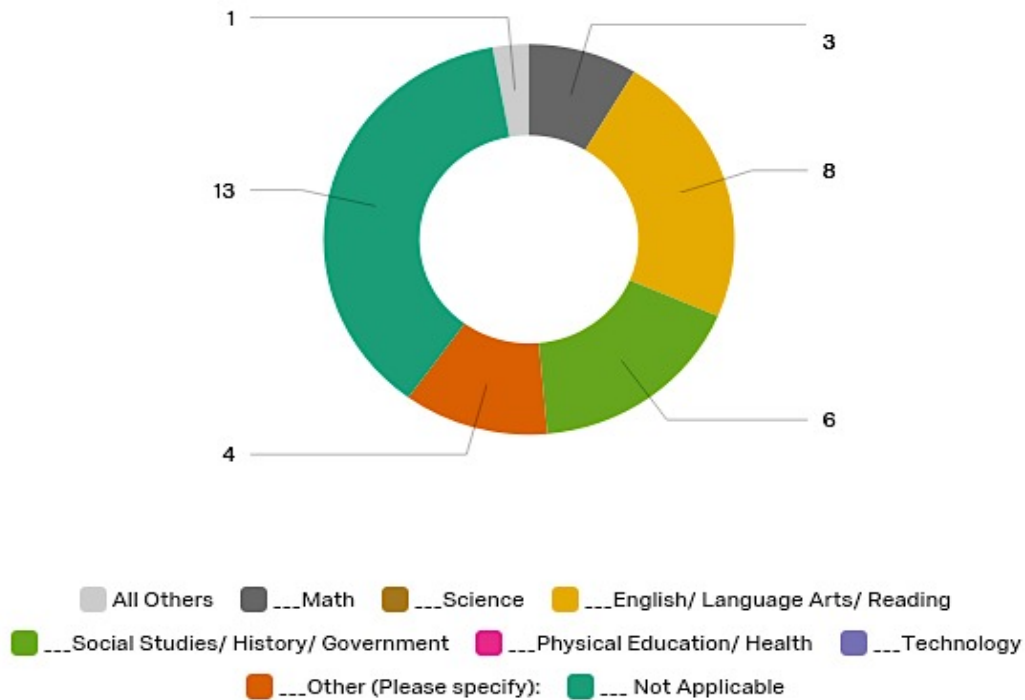
APPENDIX I: PHASE I--PREFERRED GENDER PRONOUNS



APPENDIX J: PHASE I--AGE DISTRIBUTION OF PARTICIPANTS



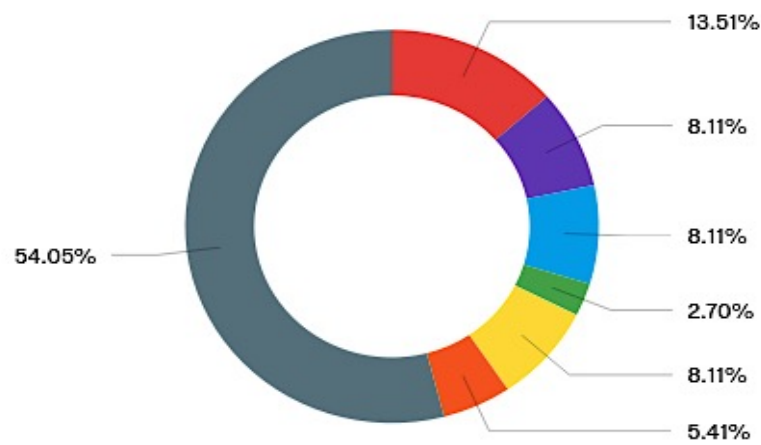
APPENDIX K: PHASE I--MAINSTREAM SUBJECTS TAUGHT TEACHERS



The numbers in the pie chart above signify that out of 40 participants who filled out the survey, 35 chose answers to this question. These numbers represent the total number of current and former teachers who taught a particular mainstream subject. Similarly, the table below indicates the percentage representation of the same.

Subject	%
Math	9%
Science	3%
English/ Language Arts/ Reading	23%
Social Studies/ History/ Government	17%
Physical Education/ Health	0%
Technology	0%
Other (Please specify):	11%
Not Applicable	37%

APPENDIX L: PHASE I--RACIAL/ ETHNIC DIVERSITY OF PARTICIPANTS



- Asian American/Asian/Asian Pacific American/Pacific Islander/Other:
- Bi-racial/-ethnic/Multi-racial/-ethnic:
- Black/African/Black American/African American/French or English Speaking Caribbean Islander/Other:
- Indigenous/Native American/American Indian/Alaskan Native/Other:
- Latin/Mexican/Mexican American/Chicanx/Puerto Rican/Central American/South American/Spanish or English Speaking Caribbean Islander/Hispanic/Other:
- Middle Eastern American/Middle Eastern/Other:
- White/European/White American/European American/Caucasian/Other:

APPENDIX M: PHASE II--CODE DOCUMENT TABLE

Codes/ Sub-codes	Patty	Danny	Kia	Ani	Tia	Lee	Audry	Dory	Quotations
Lack Of Preparation	3	3	3	3	4	1	3	0	20
Demographics	2	2	2	2	2	1	2	2	15
Suggestion: Possible Solution	2	1	6	0	1	2	2	1	15
ME Course Experience: Self-Awareness	2	2	1	4	2	0	2	1	14
Teaching Experience: Background	0	2	1	3	1	3	1	2	13
LDL Teaching Experience: Challenge	2	0	3	0	2	0	1	1	9
Peer Learning	1	1	4	1	1	0	1	0	9
Teacher Disposition: Value-Added	3	0	1	2	0	0	1	2	9
In-service ESL Support	0	1	1	1	1	2	2	0	8
TP: Years	0	1	2	1	1	1	1	1	8
Gaps: Training Flaws	1	0	2	1	1	0	0	2	7
Suggestion: Recommendation	1	1	2	0	1	1	1	0	7
Teacher Expectation: LRTE Reasonable	1	0	2	2	0	0	1	1	7
Teacher Expectation: LRTE Unreasonable	2	2	0	0	1	2	0	0	7
TP: Subjects	0	1	1	0	1	2	1	1	7
Accommodations: Not Required	0	3	0	0	0	3	0	0	6
Content Language vs. English Language	1	1	1	1	0	1	0	1	6
Limitation: Standardized Curriculum	2	0	0	0	2	2	0	0	6
ME Course Experience:	0	0	0	1	3	0	1	1	6

Language/Culture Affirmation									
Suggestion: Future Action	1	2	0	1	0	1	1	0	6
Accommodations: Differentiated Instruction	1	0	1	0	0	0	3	0	5
Assessment: language Competency	1	1	0	0	0	0	1	2	5
Benefit Of Multilingualism	0	0	1	0	0	2	1	1	5
L1 and Cognition	0	2	0	2	0	1	0	0	5
ME Course Experience: Language Awareness	2	2	0	1	0	0	0	0	5
Assessment: Similar For All	1	1	0	1	0	0	0	1	4
Gap: Missing Piece	1	0	0	0	1	1	1	0	4
L1 and Communication	0	0	2	0	2	0	0	0	4
Teacher Responsibility: Parental Involvement	1	0	1	0	1	1	0	0	4
Language And Culture: Interrelation	0	2	0	1	0	0	0	0	3
Monolingualism: Colonial Argument	1	0	2	0	0	0	0	0	3
TP: Experience	2	1	0	0	0	0	0	0	3
Accommodations: Translator	1	0	0	0	0	0	1	0	2
Accommodations: Visuals	1	0	0	0	0	1	0	0	2
ESL Story	0	0	0	1	0	0	0	1	2
L1 and Identity Maintenance	0	0	0	0	0	2	0	0	2
LDL and Hard Work	0	1	0	0	0	1	0	0	2
Teacher Disposition: Deficit	0	0	1	1	0	0	0	0	2
TP: grade level	0	0	0	0	1	0	1	0	2
Accommodations: Audio	1	0	0	0	0	0	0	0	1

Accommodations: Modeling	1	0	0	0	0	0	0	0	1
Assessment: Modification	0	0	0	0	0	0	1	0	1
ESL Enrollment	0	0	1	0	0	0	0	0	1
Limitation: Non - Recognition Of LDL	0	0	0	1	0	0	0	0	1
Limitation: Public Support	0	0	1	0	0	0	0	0	1
TP: Staff Development	1	0	0	0	0	0	0	0	1
ACTUALACCOM MODATIONS	0	0	0	0	0	0	0	0	0
BENEFITS OF FIRST LANGUAGE	0	0	0	0	0	0	0	0	0
LIMITATION	0	0	0	0	0	0	0	0	0
MULTICULTURA LEDUCATION+LI NGUISTICDISPOS ITIONS	0	0	0	0	0	0	0	0	0
SUGGESTIONS	0	0	0	0	0	0	0	0	0
TEACHINGP ROFILE	0	0	0	0	0	0	0	0	0
Quotations	38	32	42	31	28	31	30	21	0

REFERENCES

- Agar, M. H. (1996). *The professional stranger: An informal introduction to ethnography* (No. 305.8001 A3/1996).
- American Community Survey (2010). *New Census Bureau Report Analyzes Nation's Linguistic Diversity*. Retrieved from:
https://www.census.gov/newsroom/releases/archives/2010_census/cb11-cn125.html
- American Institutes for Research (2012, August 22). Study of a new method of funding for public schools in Nevada. Report submitted to Nevada Legislative Counsel Bureau. Retrieved from:
http://www.air.org/sites/default/files/downloads/report/AIR_NV_Funding_Study_Sept2012_0.pdf
- Anderson, G. L. (1989). Critical ethnography in education: Origins, current status, and new directions. *Review of Educational Research*, 59(3), 249-270. doi:10.2307/1170182
- Arnone, R. F., Torres, C. A., & Franz, S. (Eds.). (2012). *Comparative education: The dialectic of the global and the local*. Lanham, MD: Rowman & Littlefield Publishers.
- Ball, A., & Lardner, T. (1997). Dispositions toward language: Teacher constructs of knowledge and the Ann Arbor Black English case. *College Composition and Communication*, 48(4), 469-485. doi: 10.2307/358453
- Banks, J. A. (1993). Multicultural Education: Historical development, dimensions, and practice. *Review of Research in Education*, 19(1), 3-49. doi:10.2307/1167339
- Banks, J. A. (2004). *Handbook of research on Multicultural Education*. New York: Macmillan.
- Banks, J. A. (Ed.). (2009). *The Routledge international companion to Multicultural Education*.

- New York: Routledge.
- Banks, J. A., & Banks, C. A. M. (2013). *Multicultural Education: Issues and perspectives*. Boston: Allyn and Bacon.
- Bennett, C. I. (1986). *Comprehensive Multicultural Education: Theory and practice*. Boston: Allyn and Bacon.
- Bhabha, H. (1983). Difference, discrimination and the discourse of colonialism. *The Politics of Theory: Proceedings of the Essex Conference on the Sociology of Literature*. (pp. 194-211). Colchester, UK: University of Essex.
- Bhabha, H. (1994). *The location of culture*. (pp. 1-18). New York: Routledge. Retrieved from http://s3.amazonaws.com/academia.edu.documents/46985006/Bhabha_20_20The_20Location_20of_20Culture.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1489589149&Signature=eLh9yXxOtUVy7JeWkddraq2XkE4%3D&response-content-disposition=inline%3B%20filename%3DThe_location_of_culture.pdf
- Boloz, S. A. (1997). I loved my way into language. *The Reading Teacher*, 51(4), 349.
- Bourdieu, P., & Thompson, J. B. (1991). *Language and symbolic power*. Cambridge, MA: Harvard University Press.
- Chavez, R. C., & O'Donnell, J. (1998). *Speaking the unpleasant: The politics of (non) engagement in the Multicultural Education terrain*. Albany: SUNY Press.
- Cho, J., & Piller, I. (2013). Neoliberalism as language policy. *Language in Society*, 42(1), 23-44. doi:10.1017/S0047404512000887
- Christensen, L. (2009). *Teaching for joy and justice: Re-imagining the language arts classroom*. Milwaukee, WI: Rethinking Schools.
- Colby, S. L. & Ortman, J. M. (2014). *Projections of the size and composition of the U.S.*

- population: 2014 to 2060*. Washington, D.C.: Current Population Reports, P25-1143, U.S. Census Bureau.
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage publications.
- Cummins, J. (2001). Bilingual children's mother tongue: Why is it important for education. *Sprogforum*, 7(19), 15-20.
- Curran, M. E. (2003). Linguistic diversity and classroom management. *Theory Into Practice*, 42(4), 334-340. doi:10.1207/s15430421tip4204_11
- Darder, A., & Torres, R. D. (2004). *After race: Racism after multiculturalism*. New York: NYU Press.
- De Angelis, G. (2011). Teachers' beliefs about the role of prior language knowledge in learning and how these influence teaching practices. *International Journal of Multilingualism*, 8(3), 216-234. doi:10.1080/14790718.2011.560669
- De Jong, E. J., & Harper, C. A. (2005). Preparing mainstream teachers for English-language learners: Is being a good teacher good enough?. *Teacher Education Quarterly*, 32(2), 101-124.
- Delpit, L. (2002). No kinda sense. In L. Delpit & J. K. Dowdy (Eds.). *The skin that we speak: Thoughts on language and culture in the classroom* (pp. 29-48). New York: New Press.
- Delpit, L. D. (2006). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical*

- Education*, 40(4), 314-321. doi:10.1111/j.1365-2929.2006.02418.x
- Erduiaga, D. A. R. (2015, Jan.) *Nevada at 150: Annual report of the state of public education*. Retrieved from:
<http://www.leg.state.nv.us/Division/Research/Library/Documents/ReportsToLeg/2015-2017/33-15.pdf>
- Fanon, F. (2005). *The wretched of the earth* (R. Philcox, Trans.). New York: Grove Press.
 (Original work published 1963)
- Farrokhi, F., & Mahmoudi-Hamidabad, A. (2012). Rethinking convenience sampling: Defining quality criteria. *Theory and Practice in Language Studies*, 2(4), 784.
 doi:10.4304/tpls.2.4.784-792
- Fillmore, L. W. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6(3), 323-346. doi:10.1016/S0885-2006(05)80059-6
- Fine, M. (1994). Distance and other stances: Negotiations of power inside feminist research. In Gitlin (Ed.), *Power and methods* (pp.13-55). New York, NY: Routledge.
- Flores, B. B., & Smith, H. L. (2009). Teachers' characteristics and attitudinal beliefs about linguistic and cultural diversity. *Bilingual Research Journal*, 31(1-2), 323-358.
 doi:10.1080/15235880802640789
- Foucault, M. (1971). *The Archeology of Knowledge and The Discourse on Language*. (pp. 215-237). New York, NY: Pantheon Books. Retrieved from
https://monoskop.org/images/9/90/Foucault_Michel_Archaeology_of_Knowledge.pdf
- Giroux, H. (2002). Neoliberalism, corporate culture, and the promise of higher education: The university as a democratic public sphere. *Harvard Educational Review*, 72(4), 425-464.

- Giroux, H. (Oct. 19, 2014). Henry Giroux on the rise of neoliberalism. *Truthout*. Retrieved from: <http://www.truth-out.org/opinion/item/26885-henry-giroux-on-the-rise-of-neoliberalism>
- Gomez, M. L. (1993). Prospective teachers' perspectives on teaching diverse children: A review with implications for teacher education and practice. *Journal of Negro Education*, 62(4), 459-474.
- Gorski, P. C. (1999). *A brief history of Multicultural Education*. Retrieved from http://www.edchange.org/multicultural/papers/edchange_history.html
- Gorski, P. C. (2011). Unlearning deficit ideology and the scornful gaze: Thoughts on authenticating the class discourse in education. *Counterpoints*, 402, 152-173.
- Grant, C., & Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your "house". *Administrative Issues Journal: Education, Practice, and Research*, 4(2), 12-26.
- Grant, C., & Sleeter, C. (1993). Race, class, gender, and disability in the classroom, In J. A. Banks & C. A. McGee Banks (eds.), *Multicultural Education: Issues and perspectives* (2nd ed.), (pp. 48-68). Boston: Allyn and Bacon.
- Greene, M. (1993). The passions of pluralism, multiculturalism and the expanding community. *Educational Researcher*, 22(1), 13-18. doi:10.3102/0013189X022001013
- Halliday, M. A. (1993). Towards a language-based theory of learning. *Linguistics and Education*, 5(2), 93-116. doi:10.1016/0898-5898(93)90026-7
- Horsford, S. D., Mokhtar, C., & Sampson, C. (2013). *Nevada's English Language Learner population: A review of enrollment, outcomes, and opportunities*. Retrieved from: http://digitalscholarship.unlv.edu/lincy_publications/11/

- Howard, T. C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory into Practice*, 42(3), 195-202. doi:10.1207/s15430421tip4203_5
- Howard, T. C. (2012). Culturally responsive pedagogy. In J. A. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp. 1-7). Thousand Oaks, CA: Sage
- Humes, K., Jones, N. A., & Ramirez, R. R. (2011). *Overview of race and Hispanic origin, 2010*. Washington, D.C.: US Department of Commerce, Economics and Statistics Administration, US Census Bureau.
- Hursh, D. (2007). Exacerbating inequality: The failed promise of the No Child Left Behind Act. *Race, Ethnicity and Education*, 10(3), 295-308. doi:10.1080/13613320701503264
- Ikpeze, C., Harushimana, I., & Mthethwa-Sommers, S. (2013). *Reprocessing race, language and ability: African-born educators and students in transnational America*. New York: Peter Lang Publishing Inc.
- Jiang, W. (2000). The relationship between culture and language. *ELT journal*, 54(4), 328-334. doi.org/10.1093/elt/54.4.328
- Kay, P., & Kempton, W. (1984). What is the Sapir-Whorf hypothesis?. *American Anthropologist*, 86(5), 65-79. doi:10.1525/aa.1984.86.1.02a00050
- Kozol, J. (2012). *Savage inequalities: Children in America's schools*. New York: Broadway Books.
- Knudsen, S. (2006). Intersectionality: A theoretical inspiration in the analysis of minority cultures and identities in textbooks. In E. Bruillard, B. Aamotsbakken, S. V. Knudsen, & M. Horsley (Eds.), *Caught in the web or lost in the textbook*, (pp. 61-76). Retrieved from https://iartemblog.files.wordpress.com/2012/03/8th_iartem_2005-conference.pdf
- Ladson-Billings, G. (1992). Culturally relevant teaching: The key to making multicultural

- education work. In C. A. Grant (Ed.). *Research and Multicultural Education: From the margins to the mainstream* (pp. 106-121). Washington, D.C.: Falmer Press.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491. doi:10.2307/1163320
- Ladson-Billings, G. (2004). New directions in Multicultural Education. In Banks, J. A. (Ed.). *Handbook of research on Multicultural Education*. (pp. 50-65). New York: Macmillan
- Lanehart, S. L. (2009). Diversity and intersectionality: Proceedings of the Seventeenth Annual Symposium about Language and Society. *Texas Linguistic Forum*, (53, (pp. 1-7). Retrieved from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.451.9347&rep=rep1&type=pdf>
- Lee, E., Menkart, D., & Okazawa-Rey, M. (Eds.) (1997). *Beyond heroes and holidays: A practical guide to K-12 anti-racist, Multicultural Education and staff development*. Washington, DC: Network of Educators on the Americas.
- Lee, J. S., & Oxelson, E. (2006). "It's not my job": K-12 teacher attitudes toward students' heritage language maintenance. *Bilingual Research Journal*, 30(2), 453-477. doi:10.1080/15235882.2006.10162885
- Lee, S. K. (2003). Exploring the relationship between language, culture and identity. *Gema: Online Journal of Language Studies*, 3(2), 64-76.
- Leonardo, Z. (2004). Critical social theory and transformative knowledge: The functions of

- criticism in quality education. *Educational Researcher*, 33(6), 11-18.
doi:10.3102/0013189X033006011
- Lichtman, M. (2012). *Qualitative Research in Education: A User's Guide*. Thousand Oaks, CA: Sage.
- Lipman, P. (2004). *High stakes education: Inequality, globalization, and urban school reform*. London: Psychology Press.
- Macedo, D., Dendrinos, B., & Gounari, P. (2003). *The Hegemony of English*. Boulder, CO: Paradigm Publishers.
- Macnab, D. S., & Payne, F. (2003). Beliefs, attitudes and practices in mathematics teaching: Perceptions of Scottish primary school student teachers. *Journal of Education for Teaching*, 29(1), 55-68.
- Madison, D. S. (2011). *Critical ethnography: Method, ethics, and performance*. Thousand Oaks, CA: Sage.
- Marshall, M. N. (1996). Sampling for qualitative research. *Family Practice*, 13(6), 522-526.
doi:10.1093/fampra/13.6.522
- Menken, K. (2010). NCLB and English language learners: Challenges and consequences. *Theory Into Practice*, 49(2), 121-128. doi:10.1080/00405841003626619
- Migration Policy Institute (2011). Limited English Proficient Individuals in the United States: Number, share, growth, and linguistic diversity. National Center on Immigrant Integration Policy. LEP Data Brief. December 2011. Retrieved from:
<http://www.migrationpolicy.org/research/limited-english-proficient-individuals-united-states-number-share-growth-and-linguistic>

- National Center for Education Statistics. (2004). *Public high school dropouts and completers From the Common Core of Data: School year 2000-01*. Retrieved from: <https://nces.ed.gov/pubs2004/dropout00-01/>
- Nevada Department of Education. (2015). "Nevada at 150" Annual Report on the State of Public Education. Retrieved from: <http://www.leg.state.nv.us/Division/Research/Library/Documents/ReportsToLeg/2015-2017/33-15.pdf>
- Nevradakis, M. (2014, Oct. 19). Henry Giroux on the rise of Neoliberalism. *Truthout*. Retrieved from: <http://www.truth-out.org/opinion/item/26885-henry-giroux-on-the-rise-of-neoliberalism>
- Nieto, S. (1998). Affirmation, solidarity and critique: Moving beyond tolerance in education. In E. Lee, D. Menkart, & M. Okazawa-Rey, M. (Eds.) *Beyond heroes and holidays: A practical guide to K-12 anti-racist, Multicultural Education and staff development* (pp. 7-18). Washington, DC: Network of Educators on the Americas
- Nieto, S. (1998). Cultural difference and educational change in a sociopolitical context. In A. Hargreaves & A. Lieberman (Eds.). *International handbook of educational change* (pp. 418-439). Dordrecht, The Netherlands: Kluwer.
- Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives*. Mahway, NJ: Lawrence Erlbaum.
- Nieto, S. (2005). Cultural difference and educational change in a sociopolitical context. In A. Hargreaves (Ed.), *Extending educational change: International handbook of educational change* (pp. 138-159). Dordrecht, The Netherlands: Springer.
- Nieto, S. (2010). *Language, diversity, and learning: Lessons for education in the 21st*

- Century*. Retrieved from <http://schools.u-46.org/public/language-diversity-and-learning.pdf>
- Nieto, S. (2013). Language, literacy, and culture: Aha! moments in personal and sociopolitical understanding. *Journal of Language and Literacy Education*, 9(1), 8-20.
- Nieto, S. & Bode, P. (2012) *Affirming diversity: The sociopolitical context of multicultural education* (5th ed.). Boston, MA: Pearson/Allyn and Bacon
- Ogbu, J. U. (1992). Understanding cultural diversity and learning. *Educational Researcher*, 21(8), 5-14. doi:10.2307/1176697
- Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. (2012). Qualitative analysis techniques for the review of the literature. *The Qualitative Rreport*, 17(28), 1-28.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544. doi:10.1007/s10488-013-0528-y
- Patten, A. (2001). Political theory and language policy. *Political Theory*, 29(5), 691-715. doi:10.1177/00905917010290050
- Pettit, S. K. (2011). Teachers' beliefs about English language learners in the mainstream classroom: A review of the literature. *International Multilingual Research Journal*, 5(2), 123-147. doi: 10.1080/19313152.2011.594357
- Phillipson, R. (1988). Linguicism: Structures and ideologies in linguistic imperialism. In T. Skutnabb-Kangas & J. Cummins (Eds.) *Minority education: From shame to struggle* (pp. 339-358). London: Multilingual Matters.
- Phillipson, R. (2008). Lingua franca or lingua frankensteinia? English in European integration

- and globalisation. *World Englishes*, 27(2), 250-267. doi:10.1111/j.1467-971X.2008.00555.x
- Piller, I., & Cho, J. (2013). Neoliberalism as language policy. *Language in Society*, 42(01), 23-44. Retrieved from: <https://www.cambridge.org/core/services/aop-cambridge-core/content/view/S0047404512000887>
- Ruiz Soto, A. G., Hooker, S., and Batalova, J. (2015) *States and districts with the highest number and share of English language learners*. Retrieved from: <http://www.migrationpolicy.org/research/states-and-districts-highest-number-and-share-english-language-learners>
- Said, E. W. (1978). *Orientalism*. New York, NY: 1st Vintage Books.
- Sampson, C., & Horsford, S. D. (2015). Beyond legal remedies: Toward funding equity and improved educational opportunities for English language learners. In S. Bon, K. Brady, K. Miksch, and J. C. Sun (Eds.), *Law and educational inequality: Removing barriers to educational opportunities*. Charlotte, NC: Information Age.
- Sapir, E. (1921). *Language: An introduction to the study of speech*. New York: Harcourt, Brace, and Company.
- Shim, J. M. (2014). A Bourdieuan analysis: Teachers' beliefs about English language learners' academic challenges. *International Journal of Multicultural Education*, 16(1), 40-55.
- Smith, E. B. (2009). Approaches to Multicultural Education in pre-service teacher education: Philosophical frameworks and models for teaching. *Multicultural Education*, 16(3), 45-50.
- Sommerfelt, A. (1959). The interrelationship between language and culture. *Texas Studies in*

- Literature and Language*, 1, 449-456.
- Spivak, G.C. (1988). Can the subaltern speak. In C. Nelson & L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271-313). Champagne, IL: University of Illinois Press.
- Stooksberry, L. M., Schussler, D. L., & Bercaw, L. A. (2009). Conceptualizing dispositions: Intellectual, cultural, and moral domains of teaching. *Teachers and Teaching: Theory and Practice*, 15(6), 719-736. doi:10.1080/13540600903357041
- Sumaryono, K., & Ortiz, F. W. (2004). Preserving the cultural identity of the English language learner. *Voices from the Middle*, 11(4), 16-19.
- Suri, H. (2011). Purposeful sampling in qualitative research synthesis. *Qualitative Research Journal*, 11(2), 63-75. doi:10.3316/QRJ1102063
- Thomas, J. (1993). *Doing critical ethnography*. Newbury Park, CA: Sage Publications.
- Thomas, J. (2003). Musings on critical ethnography, meanings, and symbolic violence. In R. P. Clair (Ed.). *Expressions of ethnography: Novel approaches to qualitative methods*, (pp. 45-54). Albany, NY: State University of New York Press.
- Tracy, S. J., & Geist-Martin, P. (2013). Organizing ethnography and qualitative approaches. In L. L. Putnam, & D. K. Mumby (Eds.), *The SAGE handbook of organizational communication: Advances in theory, research, and methods* (3rd ed., pp. 245-270). Los Angeles: Sage.
- U.S. Census. (2010). Retrieved from:
https://www.census.gov/newsroom/releases/archives/2010_census/cb11-cn125.html
- Van Roekel, N. P. D. (2008). *English language learners face unique challenges. An NEA Policy Brief*. Retrieved from
http://199.223.128.53/assets/docs/HE/ELL_Policy_Brief_Fall_08_%282%29.pdf

- Villegas, A. M. (2007). Dispositions in teacher education: A look at social justice. *Journal of Teacher Education*, 58(5), 370-380. doi:10.1177/0022487107308419
- Wa Thiong'o, N. (2005). *Decolonising the mind: The politics of language in African literature*. Nairobi: East African Publishers.
- Walsh, K. (2013). When I say... triangulation. *Medical education*, 47(9), 866-866. doi:10.1111/medu.12241
- Wiley, T. G., & Lukes, M. (1996). English-only and standard English ideologies in the U.S. *Tesol Quarterly*, 30(3), 511-535.
- Walker, A., Shafer, J., & Iiams, M. (2004). Not in my classroom”: Teacher attitudes towards English language learners in the mainstream classroom. *NABE Journal of Research and Practice*, 2(1), 130-160.
- Wright, T., Tuman, J. P., & Stevenson, M. T. (2012). Immigration and ethnic diversity in Nevada. In D. N. Shalin (Ed.), *The social health of Nevada: Leading indicators and quality of life in the silver state* (pp. 1-17). Las Vegas, NV: UNLV Center for Democratic Culture, Available at: http://digitalscholarship.unlv.edu/social_health_nevada_reports/44

CURRICULUM VITAE

Ravijot Singh
ravijot.srng@gmail.com

Education

Doctor of Philosophy (Ph.D.) in Curriculum and Instruction
Cultural Studies, International Education, and Multicultural Education (CSIEME) Emphasis,
Teaching English as Second Language Cognate
University of Nevada, Las Vegas. (May 2017)

Advisor Committee:

Chair: Dr. Christine Clark

Members: Dr. Marilyn McKinney, Dr. Denise Dávila

Graduate College Representative: Dr. Margarita Huerta

Dissertation Title: *De-Colonizing Language Needs: A Critical Ethnographic Study of Former and Current Teachers' Language Dispositions and How Taking a Multicultural Education Course Mediates those Dispositions:* The study examined how language and culture have a profound connection that is largely unrecognized in the American education system, and how lack of respect for the home language of students by their teachers leads to negative attitudes towards the children and impedes students' academic progress.

Master of English (M.A.) in Post- Colonial Literature
Panjab University, Chandigarh, Punjab, India. (2004)

Bachelor of Arts (B.A.) English Honors
Punjab School Education Board. Hans Raj Mahila Maha Vidyalaya,
Jalandhar, Punjab, India. (2002)

Research and Teaching Interests

- Teacher dispositions and its impact on English Language Learners.
- Language and Culture Interrelation and its indispensability.
- Language Affirmation and Rethinking Multicultural Education.
- English-only education policy and its neoliberal and postcolonial underpinnings.
- Reading Neoliberal meaning into School-To-Prison Pipeline study.
- Mother Scholars of Color (MSOC) and their navigation of the personal and professional worlds.

University or Undergraduate Teaching Experience

Graduate Assistant, Department of Teaching and Learning, University of Nevada, Las Vegas.
(2011- Spring 2017)

[Job Responsibilities]:

- Instructor for EDU 280 Valuing Cultural Diversity: Fall 2011/Spring 2012/Fall 2012/Spring 2013/Fall 2013/Spring 2014/Fall 2014/Spring 2015/ Fall 2015/ Spring 2016/ Fall 2016/ currently teaching Spring 2017.
- Face-to-Face and Online sections to 424 undergraduate preservice teachers
- The course introduces pre-service educators to micro-cultures which may include class, ethnicity, gender, exceptionalities, religion, language, and age. Culturally appropriate pedagogical practices, dimensions of Multicultural Education, and educational implications of diversity emphasized. (2011-2017)

Elementary School Teacher, St. Joseph's Junior School, Jalandhar, Punjab, India. (2009)

[Job Responsibilities]:

- Efficiently conducted classes for subjects like Math, Science, Social Studies, and English for various grade levels.
- Class Teacher for 58 students. Prepared critical multimodal study material to enhance learning. Created, conducted and graded term papers for overall student assessment.
- Literary Coordinator for school. Organized co-curricular activities for student development. Designed school magazine and brochures.

Lecturer in English (English Grammar and English Honors) In Higher Education, Hans Raj Mahila Maha Vidyalaya, Jalandhar, Punjab, India. (2007-2008)

[Job Responsibilities]:

- Class-in-Charge for 12th Grade.
- Organized inter-college and intra-college debates and declamations for college.
- As a member of 'Brochure Committee' contributed towards the successful designing and publication of the new college brochure.

Lecturer in English and Communication Skills, Lovely Professional. University, Phagwara, Punjab, India. (2004-2007)

[Job Responsibilities]:

- Class-in-Charge for Mechanical Engineering.
- Conducted University student counseling for walk-in section.
- Sub-Editor for 'Lovely World' magazine.
- Coordinated Media Committee.
- Headed the 'Faculty Development Committee.' M.A. English Syllabus Committee- Committee member.

Research Experience

Southern Nevada Writing Project (SNWP): Assisted in organizing, editing, and compiling Summer Camp anthologies for publication. Working closely with the project director, rendered organizational services for pre and post summer institute in Las Vegas, book keeping, and mailing of published anthologies.

Abriendo Caminos/ Opening Pathways Project (AC/OP): As a Project Team Member (Co-Principal Investigator) for AC/OP, undertook the shared responsibility of conducting the initial survey followed by focus group interviews with high school students of color, their parents, and college students of color to learn about and support their interest in teaching as a career for themselves and/or, where relevant, for their children. Rendered services for data entry and compilation.

Awards and Recognitions or Honors

2002	Gold Medalist "Best Student" at Hans Raj Mahila Maha Vidyalaya, Jalandhar, Punjab, India.
2002	English Honors Graduation Examination.
2001-2002	Student President for Hans Raj Mahila Maha Vidyalaya, Jalandhar, Punjab, India.

Funded Grants

Grant Listing: Co-Investigator, Great Teaching and Leading Fund (GTLF), Nevada Department of Education, Division of Educator Effectiveness and Family Engagement, Office of Educator Development and Support, Recruitment, Selection, and Retention of Teachers, Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the Community through Teaching, \$335,224 (Funded), 2016-2017, University of Nevada, Las Vegas.

Publications

Clark, C., Plachowski, T., Singh, R., Smith, A., Walls, T., (Invited Guest Bloggers) (2017, April 28). Policy by, with, and for all students: How to make public education work. Brown Center on Education Policy, *Brown Center Chalkboard*, Brookings Institution. Available at: <https://www.brookings.edu/blog/brown-center-chalkboard/2017/04/28/policy-by-with-and-for-all-students-how-to-make-public-education-work/>

Reviewing Activities Service to the Field

2014	Proposal Reviewer for Multicultural Perspectives
2017	Proposal Reviewer for National Association for Multicultural Education 27 th Annual Conference

Volunteer Experience

Service to the Field

- *Deputy Leader* for Indo-British Project on Partnership Policing India. Funded by Yorkshire Police UK (2000-2002)
- Observed Family Leadership Initiative Program, Las Vegas, Nevada (2012-2013)
- National Council of Teachers of English (NCTE) (2012)
- Nevada ACTE-ATE (2012)
- Association for the Study of Higher Education (ASHE) (2012)
- Ethnographic and Qualitative Research Conference (EQRC) (2016)
- American Association of Behavioral and Social Sciences (AABSS) (2016)

Conferences Attended and Presented at

Singh, R. (2015, January). *The Retention of Prescribed Discipline: Analysis of Neoliberalism and an Alternative Perspective to School-to-Prison Pipeline*. Poster presented at the Ethnographic and Qualitative Research Conference (EQRC), Las Vegas, NV.

Singh, R. (2016, January). *Co-navigating the U.S. educational system: A multiple case study of the social and academic pressures experienced by immigrant parents and their children in the United States*. Poster presented at the American Association of Behavioral and Social Sciences (AABSS), Las Vegas, NV.

Singh, R. (2016, November). *De-Colonizing Language Needs: A Qualitative Study of Language and Culture Interconnection and How Taking a Multicultural Education Course Mediates Teachers' Language Dispositions*. Paper presented at National Association for Multicultural Education (NAME).

Singh, R. (2014, November). *The PRISON-to-SCHOOL Pipeline: Unpacking Neoliberalism in*

School Policy and Practices. Paper presented at National Association for Multicultural Education (NAME).

Singh, R. (2012, February). Attended and Volunteered at Association for the Study of Higher Education (ASHE).

Singh, R. (2012, February). Attended and Volunteered at National Council of Teachers of English (NCTE).

Singh, R. (2012, April). Attended and Volunteered at Nevada ACTE-ATE Conference.

Professional Associations

Member, National Association for Multicultural Education (NAME), 2012-present
Member, American Educational Research Association (AERA),

Languages

Punjabi	Reading, Writing, and Spoken
Hindi	Reading, Writing, and Spoken
English	Reading, Writing, and Spoken

References

Dr. Christine Clark
Professor & Senior Scholar in Multicultural Education
Founding Vice President for Diversity and Inclusion
Department of Teaching and Learning
University of Nevada, Las Vegas
Box #453005, 4505 S. Maryland Parkway, Las Vegas, Nevada 89154.3005
702.895.3888 Office, 702.896.4529 Fax, 702.985.6979 Cellular
chris.clark.unlv@me.com

Additional References Available Upon Request