The Quest to Prepare Future Teachers to Implement Culturally Responsive Ideologies

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Abstract

This qualitative quantitative study examined future teachers' ideologies toward emergent bilinguals (EBs). Data were gathered through administration of Fitzsimmons-Doolan's 2011 ideology dimensions survey at the beginning of an academic semester. At the end of the term, participants answered two open-ended questions. Results document that the future teachers mediated their philosophical stances as they examined the differences between topics in their university studies and prior experiences. Four themes that concerned the future teachers emerged in the data analysis: cultural assumptions, academic and affective needs, right to plurilingualism, curricular insights. The themes indicate that preparing teachers through an identity directed lens, empowers them and builds their agency.

Keywords— culturally responsive instruction, future teachers' ideologies, emergent bilinguals, funds of knowledge, plurilingualism

I. INTRODUCTION

Migratory movements across the world's continents demonstrate the need for culturally responsive instruction (CRI) (International Organization for Migration (IOM), 2022). Data from the year 2020, documented 281 million immigrants, reflecting an increase of 128 million from 1990. In 2020 migrants to Europe and Asia approximated 86 million, reflecting 61% of the global migration, and North America greeted 59 million or 21% of global migrants (IOM, 2022). Demographic changes are challenging educators to revise the design of teacher preparation programs as across continents, emergent bilinguals (EBs), students from diverse linguistic and cultural backgrounds, need teachers ready to put into practice the tenets of social justice in schools. Much research proposes that programs of teacher preparation may strengthen the English language's position as the world's lingua franca

(Kuhlman & Serrano, 2017) but violate many learners' rights to plurilingualism (García et al, 2021).

This study explores the language ideologies of future teachers (FTs) from Marigold State University (MSU), a pseudonym for a public university situated near a major port on entry for immigrants to the United States (U.S.). The region's diversity is reflected in the diverse population of its K-12th grade schools. We propose that teacher preparation must "afford preservice and practicing teachers a space to assert their agency in creating the contours of their identity formation" (Lindahl & Yazan, 2019, p.1). Future teachers must learn the benefits of internationalizing the curriculum and recognizing learners' funds of knowledge (Funds) (Moll, 2019). Surveys were used to examine the FTs' ideologies and establish if the teacher preparation curricula at MSU models democratic ideologies (Greene, 2018), leads FTs to acknowledge students' language rights (García, et al., 2021; Ruiz,

1984), and empowers graduates to use curricular models that validate students' socio-cultural contexts (Ladson-Billings, 2021; Teachers to Speakers of Other Languages (TESOL), 2018).

II. THEORETICAL FRAMEWORK

This research assumes that teacher educators strive to prepare FTs who will validate all students' linguistic and cultural rights. For FTs to develop philosophies that embody the belief that students deserve access to academic content that reflects their histories and experiences (Gay, 2018; Moll, 2019), intentional nurturing is needed. Ladson-Billings (1994) emphasized that equity pedagogies support students "…intellectually, socially, emotionally, and politically" in their use of "cultural referents to impart knowledge, skills, and attitudes" (pp. 17-18). Future teachers must hold dispositions that support the building of equitable learning environments (Goodman et al., 2015; Greene, 2018). This study's theoretical framework considers ideologies that foster the socialization of FTs' into the lives of diverse learners across the world (Lindahl & Yazan, 2019; Peña-Pincheira & De Costa, 2020; TESOL, 2018). Such ideologies nurture views of equality and empowerment (Freire, 1985), and reflect socio-cultural theories that acknowledge how community contexts influence the school curriculum (Matthiessen & Halliday, 2004). Sociocultural theories focus on CRI that evidences the interdependence between language and identity (Beck, 2017; Jiménez, 2021; Solano-Campos, 2014), and intentionally prepare FTs to validate students' cultural and linguistic rights (Alfaro & Bartolomé, 2017; García et al., 2021; Ruiz, 1984).

Cultural Responsiveness

Language ideologies document the nature of the subconscious beliefs that shape educators' instructional practices (Lindahl & Yazan, 2019; Woolard, 1998). Irvine (1989) described ideologies as "the cultural system of ideas about social and linguistic relationships, together with their loading of moral and political interests" (p. 255). Cavanaugh (2019) emphasized that language ideologies extend beyond an individual's view of language and hold the "explanatory power to understand … how system of power power are organized" (p. 6). Ideology research in educational contexts has revealed the complex nature of the beliefs that govern an individual's behavior (Knight, 2006; Seltzer, 2019) and its value in designing teacher education curricula. Educators across the world struggle to validate cultural difference and its contribution to the schoolhouse and to society (Ladson-

Billings, 2021; Nieto, 2018). Teacher preparation programs that focus on the affective and instructional needs of learners support the development of FTs' agency and commitment to social justice (Bennett, 2019; Greene, 2018; Pang, 2018). Programs centered on CRI facilitate introspection using a self-reflective model (Moll, 2019) that encourages FTs to explore their ideologies and negotiate ideological differences.

Addressing issues of privilege and deficit perspectives is not a new concept (Mc Intosh, 1989) but the world's citizens struggle with its reality. Cultural norms compose an invisible part of being, of becoming the teacher who helps learners interpret their world and their citizenship role. Identity work in teacher preparation curricula helps FTs reflect on factors that affect students' academic success, such as familial norms, gender roles, religion, language, race, and ethnicity. It is essential that FTs be aware of how their positionality shapes their membership status as well as their future students' in U.S. society (Charles, 2019). This research underscores that FTs need to master more than content knowledge to become caring educators. They need coaching to understand where their ideological stances originated and how these evolve (Wolff & De Costa, 2017). Researchers have documented that FTs whose ideologies reflect equity paradigms believe in the uniqueness of learners from within and outside the dominant culture (Moll, 2019; Ricento, 2019).

Seltzer (2019) encouraged a move from an emphasis on strategic teaching methods in teacher preparation to "critical reflection on how ideologies around being white and monolingual" shape candidates' "perceptions of language-minoritized students' languaging and literacies" (p. 1). She discussed three elements in translanguaging theory: the personal, the political, and the pedagogical. Future teachers can examine and subsequently choose to reject notions of monolingualism when they have opportunities to learn about translanguaging theory (Salerno et al., 2019). García et al's (2021) research documents that classroom experiences with diverse students lead candidates to understand and infuse ideologies of translanguaging theory in their instructional practice.

Teacher Preparation

The belief that ideologies born in the social world shape the quality of practices in schools leads teacher educators to prepare FTs to value EBs' home languages and cultures (Fasching-Varner et al., 2019; García et al., 2021). We consider that teacher preparation must focus on reflective practice and

individual goal setting. Program faculty's task is to set measurable and achievable goals that FTs can reach as they are provided formative feedback during their program. Intentional coaching of FTs on social justice gives credence to teaching methods that reveal to EBs that they have the right to be plurilingual (Ruiz, 1984). Caring educators engage learners through classroom conversations that provide windows and mirrors that reflect all faces (Bishop, 1990), and doors that open wide to validate the uniqueness of learners' ethnicities, religions, races, and countries of origin. Teacher educators empower FTs when they provide them opportunities to unpack their ideologies in critical conversations and support them to identify positive, neutral, or negative attitudes in their instructional practices (Deacon, 2002). Reflection will lead FTs to face their contradictory ideologies and accept how these may discriminate toward select student populations (San Pedro, 2018).

Parsons (1991) labeled ideological challenges "cognitive distortions" that deviate from scientific objectivity. Academic courses and clinical experiences may trigger the social activist component within FTs' hearts, thus assisting them to develop visions of teaching that oppose unfair practices (Solano-Campos, 2014). Educators who espouse ideologies of CRI create liberatory models of instruction that are relevant to EBs' historical, social, and linguistic realities (Freire, 1985; Ramos Pellicia, 2020). They defend the maintenance of learners' heritage languages as a linguistic and cultural right (Yosso, 2005). Ideology exploration therefore offers stakeholders a path to informed and empowered socialization (Matthiessen & Halliday, 2004).

Flores and Rosa (2015) suggested that racialized ideologies of literacy frame the language practices of EBs as deficient. Smith et al. (2020) examined Rosa's (2016) raciolinguistic lens utilizing transraciolinguistic interchanges. They concluded these offer affordances for cross-cultural, cross-racial, and cross linguistic literacy education. Rosa and Burdick (2017) stated that ideology research "has developed and moved beyond accounts of language attitudes in sociolinguistics to powerfully theorize linkages among linguistic forms and cultural context across interactional, institutional, and political economic scales". (p. 6). Flores and Mc Auliffe's research (2020) indicates that all languages must be respected and valued, and all children deserve access to high quality dual language programs. Rosa (2016) cautioned educators about "ideologies of languagelessness" that

"call into question linguistic competence – and, by extension, legitimate personhood-altogether" (p.162).

Helping Fts examine their ideological tensions as they compare what they study in the teacher preparation curriculum with the instructional practices they observe in field placements is critical (Smith, 2020). Peña-Pincheira & De Costa (2020) emphasized that preparation of teachers include a focus on teaching language and disciplinary content with a commitment to social justice and transformation. Jiménez (2021) speaks of intersectional identities, referring to classrooms where teachers celebrate differences "across matrices" (p. 157). Lindahl and Henderson's (2019) work demonstrates that teachers with high levels of language awareness hold additive language ideologies. They concluded that teachers' ideologies reflect "societal discourses in multiple and contradictory ways" (p. 1). Barbosa (2020) documented a problem with 18 FTs: their stated ideologies opposed monolingualism while they simultaneously favored a "one language ideology". Henderson's research on the binary of ideological orientations (2020) suggested that teachers' ideological tensions merit attention because they reflect the contradictions between societal discourses and academic conversations.

III.   METHODOLOGY

This quantitative qualitative study investigated FTs' ideologies towards EBs and the influence of teacher education courses on their attitudes. The researchers explored candidates' perspectives at the beginning of a semester using Fitzsimmons-Doolan's language ideologies dimensions survey (2011). Qualitative data gathered served to further explore FTs' ideologies. Two questions examined how FTs' ideologies at the end of the academic term had been influenced by the program requirements. IRB requirements at MSU were followed to recruit, contact, and collect data from all the participants. The FTs responded to the following questions:

Q1: What components of your program enhanced your understanding of the needs of plurilingual and pluricultural learners? Explain.

Q2: What requirements of your program challenged your perceptions of EBs? Explain.

The FTs were enrolled in one or more of the following methods courses: history of language minority education in the U.S, English linguistics, methods of multicultural education, methods for teaching English, bilingual methods and assessment.

This inquiry proposed to answer two research questions:

Q1: What are FTs' ideologies towards EBs' language rights?

Q2: How do FTs' ideologies evolve as they complete BILM courses?

Context and Participants

This investigation was conducted at MSU, a rural-urban public university in the central geographic area of the U.S. In this region, which includes Chicago, the third largest city in the U.S. Over 200 languages are heard in the area's K-12 schools, and dual language programs are increasingly available to meet in the languages of majority-minority populations of students representing Spanish, Korean, and Chinese backgrounds. Due to insufficient numbers of speakers of the same language within the same grade in communities' schools, districts strive to meet EBs' educational needs by offering various models of English as a second language education.

The majority of the study participants were 18-23 years of age (n = 220, 75.1%), thirty-nine (13.3%) were between 24-30 years of age, twenty-three (7.8%) between 31-40, five (1.7%) between 41-50, one (0.3%) older than 51, and five (1.7%) did not declare their age. Most (n = 238) were monolingual English speakers, 45 reported having some knowledge of Spanish, and ten did not answer the question. A total of 158 of the candidates were enrolled in their first BILM course. Other demographic characteristics of the participants are presented in Table 1.

Table 1: Distribution of Demographic Characteristics for Sample

Characteristic		n	%
Number of BILM courses taken	0 courses	158	57.7%
	1 course	68	23.5%
	2 courses or more	63	21.8%
Enrolled in clinical placement this semester	yes	169	58.1%
	no	122	41.9%
Hours of clinical experience completed	0 hours	105	36.5%
	1-10 hours	47	16.3%
	21 or more hours	136	47.2%

Quantitative Survey

We considered Fitzsimmons-Doolan's (2011 survey instrument appropriate to capture the ideologies of MSU's FTs. Survey questions explored the candidates' ideologies at different stages of their program but were not designed nor used to measure candidates' ability to implement culturally responsive ideologies with EBs at the time of the study. We agreed that Fitzsimmons-Doolan's (2011) survey prompts would document FTs' ideologies utilizing an item-by-item analysis. This reflected a consideration of the multicollinearity in the data, the low correlations coefficients ($r < +/- .30$) (Field, 2013; Yong & Pearce, 2013), and the contextual difference between this study and Fitzsimmons-Doolan's.

The survey instrument (2011) was designed to gather information on the language ideologies of voters, including educators, and informed policy in the state of Arizona regarding the role of language in society. Her methodology provided sufficient information about the survey instrument's reliability to ensure its use would elicit accurate and consistent responses. She reported that validity of the survey items was established in her pilot study. The survey includes a comprehensive breakdown of how individual items within the instrument are grouped under each of its constructs. The detailed item grouping explains the rationale behind the construction of the survey and provides the transparency in item grouping which ensured we could replicate the groupings. The provision of the reliability coefficients by construct gave valuable insights into the extent to which the survey items within each construct consistently measured the intended concepts. Her analytical approach allowed assessment of the instrument's reliability within the context of this study.

In this study, FTs responded to the 31-six-point Likert questions from Fitzsimmons-Doolan's 2011 survey. Response options were (*Strongly Agree* = 6, *Agree* = 5, *Somewhat Agree* = 4, *Somewhat Disagree* = 3, *Disagree* = 2, *Strongly Disagree* = 1). Demographic items

were used to describe the participants. Kruskal Wallis' non-parametric test was used to determine statistically significant differences between two or more groups of an independent variable on an ordinal dependent variable (Field, 2013; Sheskin, 2011).

Kruskal Wallis also served to determine group differences in the item score by the number of BILM courses in which the candidates were enrolled or had completed (Field, 2013; Sheskin, 2011). This analysis of the data allowed examination of each item rather than Fitzsimmons-Doolan's constructs, because an initial confirmatory analysis of this study's data revealed that initial factors produced a poor fit, suggested by the values for the comparative fit index.

Quantitative Analysis

Before data analysis was conducted, the data were examined for missing data. Less than 1.88% of data were missing. Little's (Field, 2013) test indicated that the data were not missing completely at random (MCAR; $X^2(293)$ = 2448.886, p = .001). To determine the differences in item scores by the number of BILM courses candidates had taken, a Kruskal-Wallis test was performed. Statistically significant items are presented in Table 2. The FTs' perceptionsw about language rights

were reflected in survey items 4, 6, 7, 9, 10 and 21. These items present a pro-multilingual ideology recognizing the language rights of an individual, that languages compose economic and personal assets, and that to develop and maintain proficiency in a language, the speaker must feel free to use the language when he/she perceives it is needed for communication. Other statistical items, 16, 18, and 19 refer to patriotism and pro-monolingualism attitudes. Items 23, 30, 26, and 27 refer to notions that language alone can be used as a measure of a speaker's intelligence.

Table 2 shows mean rank scores representing the average position of each group to help determine which BILM group had higher or lower values based on the Likert scale responses. A higher mean rank for a group indicates that, on average, participants in that group scored higher on the item. The results emphasize the significance of the BILM courses in shaping candidates' ideologies during their formal preparation. Data suggests that FTs may have a greater tendency to develop pluricultural ideologies when learning is sequential and scaffolded to systematically build candidates' knowledge base.

Table 2: Kruskal-Wallis Test Mean Rank Difference by BILM courses taken

Item	BILM courses	n	Mean Rank	K-W	p
16. The success of a nation depends on the use of a national language.	0	157	152.83	9.868	.007**
	1	67	143.43		
	2 +	60	114.43		
18. In the U. S., knowing English helps a person to be American.	0	154	151.69	7.271	.026*
	1	65	131.56		
	2 +	61	121.78		
19. The standard- or model-form of a language is the most appropriate form for school.	0	156	155.42	13.562	.001***
	1	64	132.15		
	2 +	61	113.42		
23. One can know a person's intelligence from how he uses a language.	0	153	151.48	6.558	.038*
	1	66	126.03		
	2 +	61	128.62		
30. The purpose of learning a new language is to meet people who speak that language.	0	153	151.78	17.184	.001***
	1	67	150.11		
	2 +	61	103.96		
26. Languages stay the same over time.	0	156	145	6.452	.04*
	1	66	154.63		
	2 +	61	120.66		
27. A language has a one standard form.	0	155	147.02	7.265	.026*

Statement	Courses	N	Mean Rank	H	p
	1	66	152.33		
	2 +	62	118.47		
4. The use of language is a human right.	0	151	130.14	10.511	.005**
	1	67	150.88		
	2 +	62	154.52		
6. Speakers have a right to choose the language that they will use in any situation.	0	156	132.04	8.193	.017*
	1	67	140.07		
	2 +	58	166.16		
7. A person's linguistic abilities are assets.	0	152	132.37	6.126	.047*
	1	68	149.88		
	2 +	63	156.74		
9. In the U. S., the use of multiple languages is an economic asset.	0	154	127.1	15.351	.001***
	1	68	155.68		
	2 +	62	166.29		
10. In the U. S., the use of native languages other than English is helpful for sharing tradition.	0	156	127.69	16.081	.001***
	1	67	157.67		
	2 +	62	165.68		
21. Practicing a language is necessary for learning the language.	0	157	135.98	9.079	.011*
	1	67	141.78		
	2 +	62	164.4		

*$p < .05$, **$p < .01$, ***$p < .001$.

Note: Strongly Agree = 6, Agree = 5, Somewhat Agree = 4, Somewhat Disagree = 3, Disagree = 2, Strongly Disagree = 1

Survey responses indicate that FTs' ideologies changed as they completed BILM courses. The findings align with research that suggests candidates' ideologies influenced by societal and familial norms at the beginning of their program, change after academic study and real-life experiences in K-12 classrooms (García et al., 2019; Gay, 2018; Greene, 2018; Ladson-Billings, 2021; Nieto, 2009: Yazan, 2019). Significant results indicate that FTs' beliefs changed and point to the benefits of placing FTs in schools to experience working with EBs. The FTs made efforts to examine their ideologies and subsequently, their perspectives were informed by educational theory (Henderson, 2020; Irvine, 1989; Salerno et al., 2019; Smith, 2020).

Results of the Kruskal-Wallis test evaluating mean rank difference by BILM courses (Table 2) showed that after completing two or more courses, candidates recognized students' language rights are personal assets that teachers must address (Barbosa, 2020; García et al., 2021; Rosa & Burdick, 2017). The rank scores of the average position from student groups having completed different numbers of courses, calculated using the Likert scale responses, document that candidates' ideologies became significantly pro-plurilingual as they completed two or more BILM courses.

IV.   QUALITATIVE RESULTS

The replies from FTs' to the two open-ended questions at the end of the academic semester were examined and categorized into themes. Responses from the FTs' (n = 185) were analyzed using Braun & Clarke's (2006) six-phase thematic analysis. This process facilitated examination of participants' thoughts and ideologies. The phases were followed in this order: data familiarization, initial code generation, theme inspection, theme review, theme definition, and theme reporting. The steps facilitated iterative analysis, led by continuous engagement with the data for the purpose of identifying deep meanings (Saldaña, 2016). The researchers worked through the steps of the analysis to reach concensus and ensure inter-rater reliability.

The FTs' responses document their interest in learning ways to scaffold the language that EBs need to complete instructional tasks and be tested fairly, their commitment to ensuring the curriculum is accessible to EBs and meets their academic and affective needs, and

the students' right to plurilingualism. The identified themes indicate that the FTs' ideologies evolved from supporting monolingual to plurilingual philosophies.

Table 3 presents the number of participants who expressed a perspective that reflected each of the study's recurrent themes.

Table 3: Frequency of Themes in Participants' Responses to Open-Ended Questions

	Theme 1: Assumptions about Culture	Theme 2: EBs' Academic and Affective Needs	Theme 3: Right to be Plurilingual	Theme 4: Curricular Insights
Q 1	27	27	11	33
Q 2	23	19	14	31

Cultural Assumptions

The program courses aim to help the FTs explore their ideologies through an identity lens (Yazan, 2017) and consider how these might impact their work as teachers. The responses to the open-ended questions suggest the work provided the participants (Ps) views to what may not be overtly discussed in society. Course readings seemed to engage the FTs in deep reflection and showed how this effort contributed to readying them to teach in diverse schools. "I never realized there was white privilege before" (P26). Several FTs recognized they were changing their perspectives as they explored the power of culture in the lives of teachers and students. One FT said "the reflections that I wrote were mind boggling because what I was learning shook me" (P13). A second admitted, "I saw that I am judgmental and prejudiced more frequently than I care to admit" (P9). Another saw the need to "disprove bias towards students" (P20) and a fourth will "fight against unfounded assumptions about culture groups (P15).

A FT recognized "the sacrifices that EBs' families make for their children" (P16). Another shared "My experiences are totally different". She explained that she has to "dig into students' lives" (P9). Yet another commented on the "falsehoods about culture that the multicultural education course revealed" (P2). Many saw the need to build relationships with parents (Ps13; 18; 22; 26). "I have to reach out to parents in different ways because they can hesitate to question the teacher's authority" (P27). "Parents are not familiar with our school system. I need to tell them what we expect from their children" (P24). Several comments reflected the realization that generalizations about EBs' linguistic and cultural backgrounds and their Funds affect the quality of communication between teachers, students, and families (Ps 19, 26, 27, 28).

Academic and Affective Needs

The FTs explored the juncture between academics and the affective domain. They mentioned that EBs' Funds is a key consideration when identifying academic needs, planning and delivering instruction (Ps 2, 3, 4, 5, 6, 8, 11, 14, 34, 50, 53). Many of the FTs discovered what the Funds refers to during the study. Many comments related to what EBs' were learning about diverse communities, and how these affect their adaptation to life in the U.S. Responses showed FTs' understanding that students from the same minority group have different academic and affective needs (Ps 2, 6, 8, 12, 23), that teachers "have to learn about students' backgrounds and what schooling is like in other countries" (Ps 17; 41) and scaffold the curriculum to accommodate EBs of different backgrounds (Ps 3, 13, 50).

The novels and textbooks the FTs read about EBs' garnered positive comments and resulted in engaging discussions. They shared that "learning about EBs' lives was eye-opening" (Ps 41, 46) and they noticed that many students hide the trauma in their lives in their efforts to fit in with classmates. An FT shared that "learners of all ages need to see themselves in the literature they read" (P15). Another was adamant that "students need to connect with books that include families like theirs to stay interested in learning" (P36). Yet another FT asserted that to be an effective teacher of diverse students requires teachers to examine "their own biases and learn about students' cultural identity" (Ps 1, 2, 53).

Right to Plurilingualism

Comments about the Home Visit assignment showed how much information the FTs learned about students' Funds and plurilingualism. The experience highlighted the EBs rights to be literate in the home language as well as English. One FT visited a home where he observed conversations in three languages (P11). Another summarized his learning in the Home Visit, "I saw so much in my two-hour visit that I would not have seen in a parent conference" (P26). Yet another stated, "I saw how teachers have an impact on the EBs' lives when they offer support and recognize students' efforts to master another language" (P39). Revealing

ideas were generated in other assignments: "I liked creating posters in class about the benefits of being bilingual" (P1); "We have to include EBs' languages" and "review tests and assignments for confusing questions and pictures" (P9), "plan language supportive activities" (P35), teaching "a simple sentence structure can be huge is supporting language development" (P60). "The activity that stood out was about how we must teach vocabulary to EBs in multiple and different ways" (P55).

Curricular Insights

Reactions to course readings and required assignments generated ideas for planning lessons for EBs (Ps 15, 22, 36, 40, 49). The FTs stressed differentiated lesson planning, teaching vocabulary, using reading strategies and assessment modifications that help EB learn grade level content (Ps 22, 49). An overall understanding touched on the work involved when planning lessons "A lot of strategic planning goes into planning lessons" (P 36). One FT admitted "the courses helped me develop my teaching skills" (P22). Another stated that he "now understands how bilingual programs should work" (P24). The FTs noted the reasons for developing lesson plans and evaluations that consider both language and content objectives and offer scaffolded supports for EBs at different levels of English language proficiency. In the future, a science teacher plans to "prepare lessons scaffolded for language proficiency, allowing opportunities to translanguage" (P16). Others shared that "Teachers lose students who do not understand the language used in lessons" (P46) and "Teaching vocabulary is the glue to understanding content" (P59). Many FTs shared that they "were learning how to accommodate lessons and assessments" (Ps 37, 49). One adamantly stressed that "EBs are confused with the wording of multiple-choice tests (P42). Several revealed their awareness that "No quick lesson plan will work with all kids" (P57), "EBs don't learn lang

V.   DISCUSSION

The themes that emerged in this study reveal what FTs should know, and how exploration of their philosophies helped them identify culturally responsive methods. Surveys explored participants' ideologies day one of a semester and open-ended questions after the semester ended, revealed changes in perspectives. A comparison of the survey results with the qualitative data showed the FTs' ideologies had evolved from monolingual to plurilingual after completing two or more BILM courses. The FTs demonstrated increased awareness of the influence of families' Funds related to languages and cultural norms on learning.

The first theme, assumptions about culture, demonstrates what the FTs learned that changed their perspectives. They identified the prejudicial notions that they overcame (Pang, 2018). As they explored course readings and completed assignments, they gained respect for families' Funds (Moll, 2019) and made plans to reach out to familiarize parents with the expectations of the U.S. school system. They noted the privilege that is prevalent in U.S. society (Mc Intosh, 1989; Shohany, 2006) as they negotiated an unbiased teacher identity (Yazan, 2017). The second theme, EBs' academic and affective needs, reflected the FTs' realization of the interdependence between academic achievement and learners' affective domain (Jiménez, 2021). They identified the schooling needs of EBs' (Peña-Pincheira & De Costa, 2020 as they strove to clarify their ideological orientations (Henderson, 2020). The third theme, the right to be plurilingual, evidenced FTs' awareness that EBs' have the right to their cultural and linguistic heritage (Yosso, 2005). Their knowledge and resourcefulness began to show as they learned ways to support plurilingual language development. They observed that links between language and culture intersect in personal, institutional and political interactions (Burdick, 2017). It became evident that their philosophies shifted to a strong commitment to EBs' linguistic and cultural rights. The fourth theme, curricular insights, became evident as the FTs' generated and shared ideas for planning and delivering a culturally responsive curriculum (Greene, 2018; Ladson-Billings, 2021; TESOL, 2018).

VI.   CONCLUSIONS, LIMITATIONS AND PEDAGOGICAL IMPLICATIONS

This study took place in a public university situated approximately one hour from Chicago, the third largest city in the U.S. This research is important because this country's demographic is diversifying in unprecedented numbers, both in urban areas and in small communities (IOM, 2022). All FTs need adequate preparation to promote content area literacy development in the home languages of their students and English, plus offer socio-emotional support to EBs (Fasching-Varner et al. 2019).

Data analysis demonstrated that FTs ideologies are informed as they explore EBs' experiences and understand their rights in the U.S. (Barbosa, 2020; Henderson, 2020; Lindahl & Henderson, 2019). The call

to train culturally responsive educators and FTs' willingness to prepare to do this, is evident in this study (Salerno, 2019; San Pedro, 2018; Wolff & De Costa, 2017). A limitation of this research is that data provides information about the ideology development of FTs at MSU and cannot be generalized to programs at other universities. However, this work may create interest in replicating this intervention. More evaluations of teacher preparation programs designed with an identity directed lens could yield information that will improve teacher training (Yazan, 2017). We suggest that future research should include universities in other regions of the U.S.

Results from this research suggest pedagogical implications to teacher educators who wish to open the schoolhouse door to the linguistic and cultural richness that permeates our world. This work can guide research in nations across the world experiencing unprecedented demographic migration.

DISCLOSURE STATEMENT

The authors have no conflicts to declare.

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