Pre-service Teachers' Understandings About ELLs: One Pedagogical Tool for Identifying and Shifting Dispositions

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Pre-service Teachers’ Understandings About ELLs: One Pedagogical Tool for Identifying and Shifting Dispositions

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George Fox University

Introduction

Given the rise in the English language learner (ELL) population over the past 20 years (Garcia & Jensen, 2009), the dismantling of specialized language programs for ELLs (Lucas & Grinberg, 2008), and the increase of accountability measures for learning (Crawford, 2004), there is a growing need for preparation programs that prepare every teacher to work with ELLs. These factors converge to convince teacher educators that the field urgently needs to move beyond preparing specialized groups of educators to preparing all teachers for the needs of diverse learners (Banks & Banks, 2007; Darling-Hammond & Baratz-Snowden, 2007; Hollins & Guzman, 2005; Nieto, 2000; Wong-Fillmore & Snow, 2002). But this is a challenging task. Preparing all teachers necessitates different structures and pedagogical tools than those that have been used to prepare those individuals who, under past preparation-program models, have generally come to these programs with a desire to work with ELLs and a positive disposition toward diverse student populations.
Those pre-service teachers (hereafter PTs) who do not enter programs with an understanding of and appreciation for diverse learners need learning environments and engagements specifically designed to address these issues.

**Theoretical framework**

Accordingly, this research is embedded in a critical socioconstructivist framework, which views the learner as an active constructor of knowledge within social settings (Vygotsky, 1978). From this perspective, teaching and learning are political in nature, embedded in social and historical contexts (Freire 1974; 1998; Wink, 1997). Learning is dialectical (Ayers, 2001; Bullough & Gitlin, 1995) and occurs through interactions with people, objects, and events that are both similar and different from our own (Ball & Cohen, 1999; Gay, 1993, 2002). Social interactions are the means by which individuals make sense of new learning by comparing it and integrating it into their personal experiences (Bangou, Fleming, & Goff-Kfouri, 2012). But it is insufficient for students to simply identify what they know. Teacher educators need to find ways to guide students through an examination of the ways cultural, social, political, and historical contexts shape their understandings. Reflection is one tool that can support this process (Dewey, 1933; Jay & Johnson, 2002). It is both an individual and social process (Jay & Johnson, 2002) and a way of learning about oneself and learning from others. It is the foundation of the teaching work that makes space for individuals' experiences while broadening their perspectives in preparation for the diverse student populations they will teach.
Statement of the problem

It is critically important to help PTs develop the knowledge, skills, and dispositions essential for supporting ELLs, but this is becoming increasingly challenging in light of the general dispositions of PTs (who are mostly white, middle-class, monolingual English speakers). PTs do not always come into teacher-preparation programs with supportive attitudes, beliefs, and understandings regarding multiculturalism and linguistic diversity. Clearly, it is critical that PTs have positive dispositions toward linguistic diversity and ELLs (Banks & Banks, 2007; Castro, 2010); what is largely missing from the conversation are the practices teacher educators can use to help PTs develop these dispositions.

The literature identifies several key predictors about PTs' dispositions toward ELLs, which include PTs' own educational experiences and specific backgrounds with ESL content, along with their own connections with diverse cultures and students. Each of these, blended with the demographic characteristics of their own cultural surroundings and individual personalities, comprise the experiences most likely to induce positive dispositions in PTs toward diverse learner populations (Stanoscheck Youngs & Youngs, 2001, cited in Bangou et al, 2011, p. 1032). Teachers' attitudes and dispositions are a critical factor in successful interactions with ELLs, and PTs are most likely to have positive attitudes toward these learners when they have had their own cross-cultural and second language experiences. But what about those who have not had these experiences?
Methodology and participants

It was this question that shaped Markos’s (2011) practitioner inquiry study (Cochran-Smith & Donnell, 2006) on the ways PTs examine and transform their understandings about and dispositions toward ELLs within her course on preparing teachers for language learners. This course was designed as a result of Arizona state policies mandating the preparation of all teachers for ELLs, a shift from previous educational policies that only prepared individuals who chose to enter the teaching profession as bilingual- or English as a Second Language (ESL)-endorsed teachers. Universities scrambled to respond to these policy shifts in thoughtful ways, but they met waves of discouraged students who were required to add another course to their sequence.

Within and around the curricular framework mandated by the Arizona Department of Education (ADE, 2007), Markos designed a course and pedagogical practices aimed at both introducing PTs to knowledge and skills related to teaching ELLs and providing opportunities for PTs to examine their dispositions toward ELLs and linguistic diversity. Subsequently, the research project under discussion emerged.

During a 15-week period during the fall semester of the 2010-11 school year, Markos utilized qualitative ethnographic methods to document her own teaching practice and students’ learning. Twenty-two PTs agreed to participate in the study that was approved by the Institutional Review Board. For all students, this was their first course related to educating ELLs, and all were taking prerequisite courses for the two-year teacher-preparation program. PT participants’ future teaching interests ranged across elementary, secondary, special education, and fine arts. All but three of the PTs were monolingual English speakers. Nineteen of the 22 PTs self-
identified as having “limited to no prior experience” with ELLs, while three described themselves as having “some prior personal experiences” with ELLs. This convenience-based sample was representative of the PT population at this particular institution.

Markos utilized field notes, audio recordings, student assignments and artifacts, and observational notes from a fellow researcher to collect data on students’ learning. Data were analyzed using Erickson’s (1986) method of modified analytic induction. Throughout the fifteen weeks of data collection, Markos read through data and documented emerging themes, which she submitted to several rounds of rereading to write assertions, vignettes, and supporting data. The findings from her study are discussed toward the end of this chapter.

The main purpose of this paper is to highlight a particular learning experience called the Initial Reaction Questionnaire (IRQ), which was a key means by which she was able to help PTs examine their underlying beliefs about ELLs and bring them to the surface. This particular pedagogical tool makes it possible for PTs to not only identify a possible lack of cross-cultural understanding and experiences in their own lives but also to begin to reframe their ideas.

Strategies and considerations for their use

In this teacher research project, there were a multitude of strategies and considerations necessary for a learning experience that would lead PTs to be willing to surface and critically reexamine their dispositions about ELLs. The following section outlines the IRQ in detail while also
discussing the considerations necessary for successful use of this strategy in other educational settings.

The initial reaction questionnaire

The IRQ is a course-long experience that begins as a survey on the first night of the course, before PTs have engaged in reading or discussion around course content. PTs are encouraged to write down their first thoughts, with the assurance that there are no “right answers.” These questions include queries such as “When you hear the words English

<table>
<thead>
<tr>
<th>IRQ</th>
</tr>
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<tbody>
<tr>
<td>1. Out of the 50 U.S. states, how many have voted against the use of bilingual education?</td>
</tr>
<tr>
<td>2. When you hear the words English language learner, what comes to mind?</td>
</tr>
<tr>
<td>3. What is the best way to teach content to a student who does not understand English?</td>
</tr>
<tr>
<td>4. What are some of the best ways to learn a language?</td>
</tr>
<tr>
<td>5. If you moved to a non-English speaking country and were in school, or had a child in school, what support or services would you expect?</td>
</tr>
<tr>
<td>6. Should English language learners be required to take state-adopted standardized exams?</td>
</tr>
<tr>
<td>7. Should voters decide the language of instruction in pre-K-12 classrooms? Why or why not?</td>
</tr>
<tr>
<td>8. Additional question you would like to answer regarding ELLs?</td>
</tr>
</tbody>
</table>

Figure 1: Initial Reaction Questionnaire (IRQ). This figure includes the questions used on the first night of a course.
language learner, what comes to mind?” “What is the best way to learn a second language?” and “What are the best ways to teach content to a student who doesn’t understand English?” Additionally, students consider their answers to questions like “If you moved to a non-English speaking country, what supports would you expect for yourself or your children?” “Should ELLs be required to take standardized tests? Why/why not?” (See Figure 1).

After the first night of class, PTs used the IRQ to interview another person outside the course to gather an additional perspective. This helped students see the social norms that might be evident in and across responses. PTs’ first responses to these questions and additional perspectives became the material for course learning. Used in this way, the IRQ provided an important opportunity to garner PTs’ entering understandings and dispositions, establishing a baseline for their learning.

The IRQ is also recursive throughout the course, as the teacher takes PTs through iterative cycles of identifying, reflecting, and reexamining. While it begins with the knowledge students bring to the course, it also creates a space for students to see the social and political views that shape schooling experiences and educational policy. As PTs engage with the content of the course, responses on the IRQ are used as the foundation for new content; students refer back to their initial reactions to reframe their ideas in light of new learning. Informally, through class discussions, and formally, through reflective midterm and final self-evaluations, PTs go back to the ideas described on their IRQ, reshaping previously passively held understandings into more critical and thoughtful responses.

The structure for the IRQ is supported by perspectives in the literature stating that the process of becoming a
professional teacher should begin with examination of one’s own cultural assumptions and biases (Dall’Alba & Sandberg, 2006; Nieto, 2000, 2002, 2010). These understandings stem from experiences with diverse groups both in and out of the classroom, as a student and as a teacher, and as part of a minority or majority population. Encouraging students’ “initial reactions” invites all of these factors into the learning discussion; as students identify their current understandings and attitudes about ELLs, sharing these ideas provides a way to connect students’ previous educational and life experiences to new course learning (Bransford, Derry, Berliner, Hammerness, & Beckett, 2005).

Necessary and sufficient conditions: Environment, dialogue, and reflection

It takes a very purposeful use of the IRQ to keep it from being simply a strategy to access PTs’ prior knowledge. The IRQ is not something educators do with PTs on the first night of class and then never touch again. Teacher educators must be active in their work to incorporate the IRQ experience throughout a course, weaving it into course content and learning experiences. In doing so, the IRQ becomes an effective tool for enabling PTs to examine their preconceived notions about ELLs. This work is only possible in the context of “safe” learning environments, where PTs can surface their ideas, discuss them, and critically reflect on their entering understandings about and dispositions toward ELLs. Accordingly, this section outlines the particulars of why environment, dialogue, and reflection matter, within the particulars of actualizing the IRQ with PTs.
Environmental considerations: Things to remember

Although some challenge the cliché of a safe classroom environment as overused and uncritical (Barrett, 2010), most teachers agree such an endeavor is possible. Holley and Steiner (2005) define a safe classroom environment as one that “allows students to feel secure enough to take risks, honestly express their views, and explore their knowledge, attitudes, and behaviors” (p. 50). The ways in which a course is taught may have a greater effect on PTs’ attitudes about diversity than the content itself; environment is the foundation for all good teaching (Brown, 2004). Therefore, a safe environment is not an over idealized goal—indeed, it is at the heart of an ethical educative experience (Freire, 1998; Noddings, 2003), one that recognizes education as a humanizing experience rather than a strictly cognitive one.

Creating a safe environment requires attention to both the physical and affective space in the classroom. Part of creating a safe environment that fosters civility includes attention to the physical setup of a face-to-face course. There are many ways to do this on the first night of class and beyond:

1. Use name tags and make active efforts to remember students’ names from the very first night of class, while encouraging them to do the same for one another.

2. Ask students to sit in groups and change the groups regularly so that students interact with all their peers. Have students move around frequently, facilitating conversations around particular questions instead of relying on lectures to support content.

3. Use purposeful grouping strategies for curricular interactions that align with the objectives of a particular learning experience. There are times when it is best to homo-
in 21st Century Classrooms

genously group students based on shared understandings and experiences. For instance, when engaging PTs in learning about second language acquisition, it helps to group students according to similar second-language learning experiences so they can talk about what did or did not work for them as they acquired a second language. Other times, it is more beneficial to group students heterogeneously. For example, when discussing the various program models for educating ELLs (dual language, immersion, ESL pull-out), it is helpful to group students heterogeneously across model preferences, which facilitates discussion and debate on the strengths and drawbacks of each model.

4. Use groups as opportunities to establish and reinforce norms for the learning environment. If the expectation for a learning interaction is that students challenge one another’s thinking, review the norms to support that. If the expectation is to gather support for an opinion and establish a perspective, make it clear that different norms can support those goals. When teacher educators make a conscious use of grouping in the classroom and make their decisions explicit to PTs, they not only provide a comfortable environment, but also model for PTs way in which they can do this for their future students.

5. Consider the ways that teaching interactions convey value for and attention to civility. Reinforce attention to individual and group experiences by asking students to actively participate, respectfully engage with, and thoughtfully consider one another and the topics under study. Barrett (2010) contends that educators can only ensure safe and civil environments by modeling them in their own interactions with students.

6. Foster comfortable risk-taking, using phrases such as “You know what you know because of your experience. It’s
not wrong or right; it’s what you know.” As students feel safe enough to share their understandings, pay careful attention to expressions of intolerance or discrimination that might offend others, and address these carefully. Teachers set the emotional and affective tone of any learning environment; to consider otherwise devalues any learning experience.

Dialogue: Listening, supporting, and challenging

In preparing PTs who represent a teaching force that consistently lacks diversity for an increasingly diverse student population, beginning with what PTs know is not enough (Nieto & Bode, 2008). As others have suggested (Banks, 1998; Keengwe, 2010; Villegas & Lucas, 2002), it is important that PTs also develop a “sociocultural consciousness,” a recognition that “the worldview they may have grown up with is not universal but is greatly influenced by their life experiences and aspects of their cultural, gender, race, ethnicity, and social-class background” (Banks, et al., 2005, p. 253). Teacher educators need to support PTs as they critically examine why they know what they know. Dialogue is a means to this end. When considering the use of dialogue related to developing a sociocultural consciousness, consider dialogue that involves listening, supporting, and challenging moves.

Listen.

Listening to students’ experiences is the only true window into the ideas and dispositions PTs bring to their courses. Without a listening spirit, it is impossible to value students’ beginning understandings as a starting point for learning; teachers may inadvertently counter them. It might not always be an easy task; sometimes what students have to say may offend teacher educator sensibilities. But it is
critical. For example, when students say things like “I know ELLs; I went to high school with a bunch of them. They are all gangbangers!” teacher educators must begin with an acknowledgement of that sentiment as valid to the individual. This does not mean that comments like this should go unaddressed—they cannot, if the goal is a safe environment for all, which is the point of follow-up questions. But teacher educators must lean into the discomfort of these moments instead of shying away. Sometimes it is as simple as taking a deep breath and saying that it is possible that the comment will be brought back into the conversation at a more appropriate time. These kinds of comments prevent teachers from reacting out of anger while making it clear to students that they have been heard. Ultimately, time spent in genuine listening allows teachers to envision possible inroads for critical reflection later in the course and establish the trust that is a critical condition of using the IRQ effectively.

**Support.**

Dialogue is both a means and an end; it cannot be suspended until trust is fully established. On the first night of class, even (and especially) as teachers establish the group norms of a particular class, it is important to place gentle pressure on PTs while supporting them in acknowledging their beginning understandings related to ELLs. This involves explaining the role of dialogue and sharing that a key part of PTs’ participation in the course is to be open about what they know and thoughtful in evaluating why they know it.

Teachers provide support (or not) of what students say in dialogue through verbal and non-verbal actions. This support is evident in the structure and preparation for dialogue. The first discussion around a potentially difficult topic is a good
opportunity to let students partner-talk their ideas before sharing with the whole class. It is important to watch carefully as the dialogue unfolds. If students seem quiet, that is the time to step back and double-check that they are ready to share, with questions such as “Do you need more time to think?” “Would you like me to restate what I am asking you to do?” These kinds of questions communicate the message that while dialogue is an expectation, it is also supported.

When students disagree, sometimes they need a calm example. Sentence stems such as “I heard you say ... I agree/disagree because” or “You said ... What do you think about?” are very powerful tools. As students appropriate these tools for themselves, they become increasingly comfortable with dialogue expectations and reinforce the group norms of respectful communication.

**Challenge.**

Once students are talking and honoring the expectations for dialogue within a course, teachers must use dialogue to challenge or push students’ uncritical ideas. This involves asking students to talk not only about the *what* of their experiences but the *why*. This is accomplished through questions that elicit specific details of students’ experiences and that encourage students to unpack the reasons they think certain things. This can prove difficult at times because students sometimes have personal or societal experiences about which they unquestioningly adopt an ideology as “good for everyone because it worked for me.”

Table 1 presents some examples of the “challenge” dialogue possible for supporting PTs in examining their implied beliefs. These are the kinds of issues that were raised and discussed throughout the IRQ engagements Markos (2011) used with her students. The table illustrates how PTs
worked to qualify and question their initial understandings within the context of challenging dialogue. While all students might not change their thinking, they grow less dogmatic in their opinions and more willing to dialogue.

<table>
<thead>
<tr>
<th>ELs need to learn English first, before they can learn content. I know this because this is what happens in Arizona schools.</th>
<th>Why do schools in AZ approach teaching ELs in this way?</th>
<th>Schools might choose programs or methods based on resources (financial, personnel).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do other schools do it differently?</td>
<td>What does learning only English and no content look like?</td>
<td>Laws can limit schools.</td>
</tr>
<tr>
<td>Who teaches ELs the language and who teaches them the content?</td>
<td>How do we know ELs have enough language to learn content?</td>
<td>In schools, it's hard to help kids outside of the general student body population.</td>
</tr>
<tr>
<td>Can you separate content from language? How?</td>
<td>How do you make up for the content lost while you are only teaching ELs language?</td>
<td>Teachers aren't prepared.</td>
</tr>
<tr>
<td>Sometimes it's hard to do it all—like teach content and language, and some things may be sacrificed for others (language over content).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Challenge Dialogue and Student Responses
Another way to challenge PTs is to teach and value the metaphors of "getting tangled" in their thinking and "living in the gray." Teacher educators should welcome these tensions for students because they represent catalysts for learning. "Getting tangled" means helping PTs actively wrestle with new course content as they compare it with what they thought before. Recognizing the effort involved in asking PTs to develop culturally responsive competencies, Buehler, Ruggles, Dallavia, and Haviland (2009) suggest, "Teacher educators should focus not only on the achievement of cultural competence but also on the struggle involved in enacting it" (emphasis added, p. 408). Although at times it may be uncomfortable, teacher educators must regularly encourage PTs to "live in the gray," blurring the lines between black and white, using dialogue to get at the spaces that lie in-between.

The importance of reflection

Reflection is a necessary and critical component in work with PTs and an essential component in using the IRQ effectively. It is the means by which learners form and reform their ideas making it possible to shift PTs' beginning understandings. As a mediating tool for teacher learning (Dewey, 1933; Jay & Johnson, 2002), reflection and the IRQ provide a structured opportunity for PTs to inwardly acknowledge and examine their ideas about ELLs while outwardly focusing on the social and historical conditions that shaped those understandings. Furthermore, through class discussion about the IRQ and access to course content, the IRQ supports the individual and social processes of reflection (Jay & Johnson, 2002), means by which PTs learn more about
themselves while learning from others. Reflection, in dialogic contexts as discussed above, enables PTs to take up attitudes of open-mindedness, responsibility, and wholeheartedness (Dewey, 1933; Rodgers, 2002).

Because reflection is logical as well as intuitive and emotional (Dewey, 1933), teachers should provide a variety of materials (videos, journal articles, research, and autobiographies) for PTs to use as they interact with course content. Throughout the course, as PTs reflect on their beginning understandings, they should be invited to “utilize both heads and hearts” (Zeichner & Liston, 1996, p. 12) as they reexamine their beginning understandings in light of new learning.

As the course progresses, students must have both formal and informal opportunities for PTs to reflect on their responses to the IRQ. Informally, connections to the IRQ include asking PTs to revisit their responses to demonstrate course learning. For example, it is appropriate to ask PTs to review their responses to the question “What is the best way to learn a second language?” on the same night one introduces second-language acquisition theories. Students can then use their IRQ response to remember, after learning about various theories, what approach to language learning they supported at the start of the class and articulate what approach(es) they support now. It is important for the teacher to ask PTs to revisit their IRQ responses for both a mid-term and final Self-Reflection. (See Figure 2 for examples) PTs review their responses to the IRQ from the first night of class and reflect on how they have transformed those understandings. This includes students elucidating ideas that have been strengthened, challenged, or changed. This is an
important point; part of educators’ work on teaching tolerance requires the necessity of acknowledging that sometimes students do not change the ideas they originally held. Nevertheless, asking students to fully engage in the reflective process means they must make connections between course learning and their beginning understandings to justify their position.

Evidence of the IRQ in use

Findings from the Markos (2011) study indicated that PTs entered the course with notions about ELLs rooted in their educational and life experiences, both inclusive and exclusive of prior experiences with linguistic and cultural diversity. Themes across students’ initial understandings included narrow and deficit views (Freeman & Freeman, 2011) of ELLs, dogmatic adherence to immersion-only models, and a limited perspective on instructional strategies for teaching content. While PTs felt comfortable sharing what they knew about ELLs, they also needed to be challenged to examine how their life experiences shaped their entering understandings about and dispositions toward language learners. With scaffolding, PTs explored the influence of their personal experiences and current educational policy on those understandings. Over time, they acknowledged the dissonance between their own lack of experience with ELLs and their doctrinaire perspectives on teaching and learning related to ELLs. Students were able to recognize that because experiences worked for them, they assumed such experiences would also work for ELLs, while also exploring the influence of school and societal practices on their ideas.
First Class Meeting

PTs individually answer each question and generate two additional questions they would like answered concerning ELLs. It is important that the teacher educator encourages PTs to be honest and open in their responses, to the extent they feel comfortable doing so. Homework for the first class requires PTs to interview someone outside of the field of education concerning their views on the same set of questions. PTs then write a reflection on the experience, analyzing both sets of responses for congruence and differences.

Ongoing

Discuss commonalities and dissimilarities in PTs’ answers. Refer students back to their IRQ answers as content is introduced throughout the course. Use as areas of discussion to introduce ideas, extend themes, and support debate.

Midterm and End of Course

PTs complete self-reflections in which they go back to their IRQs and describe how their entering understandings have evolved. They revisit their original responses and describe how their ideas have been strengthened, challenged, changed, and/or describe how their understandings are still in process. PTs cite course materials (class discussions, readings, PowerPoints, previous assignments, etc.) as evidence to support their reflections.

Figure 2: Suggestions for IRQ use. This figure represents the purpose and frequency of IRQ use across a course.
Within the course, PTs framed and reframed these beginning understandings in different ways. Some PTs needed time and repeated encounters with information, others needed to engage with new information in an analytic way, and others made emotional connections to course learning, reframing their understandings intuitively. Through the process of critical reflection as supported by the IRQ, PTs transformed their entering understandings about ELLs.

Takeaways for teacher educators

Markos’s use of critical reflection (Gore & Zeichner, 1991; Smyth, 1989; Van Manen, 1995; Zeichner & Liston, 1996) as the foundation for her course made it possible for her millennial students (Castro, 2010), who had themselves experienced restrictive language policies and limited exposure to multicultural perspectives in their own schooling, to transform their passively held understandings about language learners. While the IRQ is one tool for getting PTs engaged in the processes of critical reflection, there are many ways teacher educators can engage PTs in examining their understandings about and dispositions toward ELLs. Below is a list of recommendations for teacher educators committed to helping PTs examine and shift their attitudes and dispositions.

- Model civility and respect to set the tone for your classroom environment: When students feel safe, they are more likely to take risks, share their thinking, and explore their knowledge, attitudes, and behaviors.
- Cultivate a listening spirit: Elicit and honor PTs’ background experiences and knowledge as the
foundation for learning about ELLs, even if you perceive these ideas to be narrow or deficit in nature. Practice perspective-taking to better understand why they hold these beliefs.

- Move beyond simply asking PTs, "What do you know?," to asking, "Why do you know it?" This is a powerful avenue to developing socially and culturally conscious educators who critically cultivate their professional selves.

- Encourage students to "get tangled in their thinking." Help students appreciate the struggle, not just the end result, as they wrestle with new ideas that may differ from or compete with their beginning understandings.

- Actively participate alongside your PTs in critical reflection: Be open-minded to ideas that are different from your own, be responsible for critically examining how your ideas and actions impact others, and wholeheartedly seek out opportunities to learn new things and challenge your assumptions.

**Conclusion**

While there is a pressing need for teacher educators to help PTs develop knowledge about and strategies for teaching ELLs, it is imperative that preparation programs also aim at bridging an ever-widening cultural divide between students and teachers. Part of this work includes attention to PTs' attitudes and dispositions toward students from linguistically and culturally diverse backgrounds. The IRQ is a strategy that teacher educators can use in these efforts and is
particularly useful because it makes space for PTs with little firsthand experience with diverse populations to reflect on how their educational experiences have shaped their understandings about ELLs. It has proven a valuable tool for developing cross-cultural thinking and shifting dispositions in any learner, regardless of prior experiences.

However, it is also important to stress that it is not the strategy itself, but a teacher educator's thoughtful crafting of learning conditions that makes the IRQ effective. Environment, dialogue, and reflection make the IRQ a successful pedagogical tool for helping PTs to identify, examine, and reshape their understandings about and dispositions toward ELLs. When thoughtful attention is spent on the learning conditions surrounding the use of a strategy such as the IRQ, there is great potential for PTs to transform their understandings. This holds the possibility for reconstructing social and educational environments, ultimately leading to more humane and just societies.

References


