Language Association Journal
A publication of the
New York State Association of Foreign Language Teachers
2400 Main Street Buffalo, New York 14214
716.836.3130 www.nysaflt.org
Founded 1917

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Letter from the Editor

Dear Colleagues,

Spring has decided to join us here in New York and with it comes a season of renewal. This renewal is somewhat in contrast to the winding down that is occurring within our schools. We have already begun language testing in IB programs and our AP students are not far behind. Before we know it, the remainder of our classes will be engaged with finishing up their year. My hope is that in the midst of all of this finality, we take this season of renewal as a time to think about ways to continue to grow in our practice as educators. That while our schools and students are winding down, we are ramping up our excitement for time this summer to read engaging articles, listen to those podcasts we have been saving, and collaborate with our peers at NYSAFLT's summer institute, among many other professional endeavors. Our passion for continued growth in the field of language education is contagious, may we share it with all our colleagues!

I am proud to share with you the works your colleagues have created for this edition. We begin with an in-depth report on the professional development needs of world language teachers in New York State. We then transition to a study about the impact of FLES on the brain, furthering NYSAFLT's call for increased opportunities at all ages for world language study. Finally, we explore the multiple voices that shape a new teacher's process of becoming, highlighting the influence mentors have on preservice teachers. I ask that you join me in thanking each of the authors who have given their time and their insights to further our own professional growth in this season of renewal and request that you take a minute to think of what you could share with your colleagues for our next edition in the fall!

Have a wonderful spring and summer,
Mary Caitlin

Call for Papers

The Language Association Journal is the official peer-reviewed journal of the New York State Association of Foreign Language Teachers (NYSAFLT). The audience for this journal includes world language educators at all levels, teacher educators, administrators, and others who are interested in world language education. To address the diverse interests, focuses, and needs of this audience, each issue of the Language Association Journal allows for three submission types—scholarly articles, reports, and teacher-to-teacher articles—across multiple categories that are organized by key words, including, but not limited to: advocacy, assessment, culture, curriculum, FLES, instruction, issues in the profession, language development, literacy development, methods, policy, professional development, teacher preparation, technology. While previously the journal was thematic, we now welcome submissions from a range of topics for each edition. The Language Association Journal is published two times per year.

Submission Guidelines

- Publication Status
  - Your manuscript must not be previously published or under consideration for publication elsewhere.
- Language
  - Write your manuscript in English.
  - You may include examples written in languages other than English. Italicize these and include the English translation.
- Content
  - Your manuscript may be a scholarly article, a report, or a teacher-to-teacher article.
  - Graphic content such as tables, charts, and photographs, should enhance your written content.
  - Key word categories: advocacy, assessment, culture, curriculum, FLES, instruction, issues in the profession, language development, literacy development, methods, policy, professional development, teacher preparation, technology.
  - Present content that is appropriate for the audience of the Language Association Journal; that is accurate, timely and relevant; that extends or deepens what is currently known on the topic; that represents innovation or new ways of thinking; and that bridges theory and practice.
- Length
  - Limit scholarly articles to no more than 8,000 words.
  - Limit reports to no more than 5,000 words.
  - Limit teacher-to-teacher articles to no more than 3,000 words.
- Writing and Style
  - Write in active voice and with language that can be understood by all audiences of this journal. Define terms that may be unfamiliar to readers.
  - Include only and all works cited in the reference section.

- o Use style guidelines outlined in the *Publication Manual of the American Psychological Association, 6th edition* (2009). See http://www.apastyle.org for style support.
  - o Replace all references that would reveal your identity in the manuscript with generic terms such as *Author X* or *School X*.
  - o Proof-read your manuscript to ensure that it is error free.
- Technical Considerations
  - o Prepare the manuscript in a word document (.doc or .docx) using Times New Roman font size 12, double-spaced.
  - o Assure that any external links included or hyperlinked in the manuscript are active at the time of submission.
  - o Indicate the placement of any graphics (e.g., charts, tables, illustrations, student work) or photographs, within the word document. (You will submit these in separate files.)
  - o Remove any evidence of tracked changes that were used in the writing of the manuscript.
- Permissions
  - o Photographs
    - ▪ Your photographs must have high resolution and in a standard file format (e.g., .jpeg) and be the property of the author.
    - ▪ Obtain written consent for publication from anyone recognizable in your photographs. (You will submit this in a separate file.)
  - o Graphics
    - ▪ Obtain written consent for any graphics (e.g., charts, tables, illustrations, student work) that are not your own or that are not copyright free. (You will submit this in a separate file.)

Manuscript Submission Guidelines
- Submit your manuscript and any additional files (e.g., graphics, photographs, consent forms) that have been prepared according to the above guidelines through the submission form on the NYSAFLT webpage.
- In your manuscript submission, provide a brief biography to include at the end of your article or report if it is published.
- Upon receipt of your manuscript submission, the Editor will send you an acknowledgement email and an approximate timeline for review of your submission.

Manuscript Review
- After the Editor has received your manuscript and completed on-line information form, he or she will do an initial review to assure that your submission abides by the stated guidelines.
- If the submission abides by the guidelines, the Editor will forward the manuscripts to one or two members of the Editorial Board for anonymous evaluation and publishing recommendation. If the submission does not abide by the guidelines, the Editor will communicate this information to you.
- When all reviews are returned to the Editor from the Editorial Board, the Editor will make the final decision regarding the manuscript's publication and will notify you about the submission's status.
- All manuscripts accepted for publication are subject to editing.

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New York State Professional Development for World Languages: Where We Stand and What We Need

Jennifer Eddy & Willard Heller

Abstract: In response to a 2013 meeting on the bilingual progressions document and the implications for our field, NYSED funded a modest initiative, part of which was to examine the needs of both newly certified and veteran world language teachers. Another goal was to design professional development (PD) resources aligned with current national practices to facilitate parity initiatives such as the Seal of Biliteracy. This report offers the results of an initial survey outlining the needs and suggestions of 350 world language teachers across NYS. The survey responses reveal that most teachers do not use *Modern Languages for Communication*. Instead, they want a document redefined and aligned with national initiatives on performance assessment, can do statements, and other high leverage practices. Furthermore, recommendations on refreshed standards for NYS were offered. After examining the data, the initiative informed NYSED on the findings detailed in this work as well as developed resources aligned with current national practices, including new materials, exemplars, and PD opportunities. Additional research is currently in progress to include other key stakeholders, gaps in training between pre and in-service teachers, and assessment practices.

Keywords: Policy, Professional Development, World Languages, Standards

Introduction

The publication of *Modern Languages for Communication* and *Latin for Communication* in 1986 initiated significant changes in the way Languages Other than English (LOTE) were taught in the state of New York. This visionary document provided a philosophy, a methodology, benchmarks and a topical-functional syllabus with a focus on developing communicative proficiency and cultural awareness. This guide defined three proficiency-based benchmarks, Checkpoint A, Checkpoint B, and Checkpoint C. The document identified four communicative functions and included a syllabus of 15 main topics, recycled and expanded with each successive checkpoint. It stressed the use of communicative methodologies in order to help learners develop proficiency based on real-world situations. The authors advocated the use of authentic documents as a basis for providing communicative and cultural contexts. Beginning in June 1989, a new proficiency examination to assess Checkpoint A was developed to award middle school students one high school credit to meet a new graduation requirement for all students. In June 1991, the Regents examination was revised to align with the new syllabus. Both test formats required newly designed, on-demand speaking assessments to be completed prior to the date of the written exam.

During the NYS Compact for Learning initiative, these principles were refined as the *Learning Standards for Languages other than English* (1996). What *Modern Languages for*

Communication identified as "outcomes" was codified as two standards: Communication and Cultures. Each standard was broken down into Key Ideas. Performance indicators were suggested for the Key Idea specific to each checkpoint. The checkpoint definitions and syllabus from *Modern Languages for Communication* were retained.

These documents were visionary in their scope and cutting edge in their methodology. Languages were no longer considered the exclusive domain of college-bound learners. Supported by the new one-credit graduation requirement, the intent of the 1996 reform was clear: learning a second language was something that all students could access and achieve. The speaking assessments for the Second Language Proficiency Examination and the Comprehensive Regents Examination, conducted and scored by teachers according to a prescribed protocol, represented the first venture into performance-based assessment as part of the Regents examination program. In the thirty years since, these examinations have served NYS teachers and students well.

In some respects, the goal of language proficiency for all students, as first articulated in Modern Languages for Communication, remains a work in progress.

In some respects, the goal of language proficiency for all students, as first articulated in *Modern Languages for Communication,* remains a work in progress. There have been contemporaneous developments in the field that compel practitioners to take a fresh look at current practice in order to consider refinements. Since 1986, the American Council for the Teaching of Foreign Languages (ACTFL) has helped to shape the understanding of communicative proficiency. Now in its fourth iteration, the *ACTFL Proficiency Guidelines* (2012) articulate a well-defined spectrum of proficiency that can inform a revision of the New York State checkpoints to serve as more precise learning targets.

In 1996, the National Standards in Foreign Language Education Project, released the first edition of the *Standards for Foreign Language Learning* with five goal areas known as the five Cs: Communication, Cultures, Connections, Comparisons, and Communities. This was revised in 2006 as the *Standards for foreign language learning in the 21st century*. The *World-Readiness Standards for Learning Languages* (NSFLEP, 2014) is the latest edition. In the first goal area, Communication, instead of the traditional goal of four discrete skills, listening, speaking, reading and writing, three standards were defined in terms of modes of Communication: Interpersonal, Interpretive, and Presentational. In Cultures, two standards were defined in which cultural Practices and Products were examined as a way of developing an understanding of cultural Perspectives.

In 2013, the National Council of State Supervisors of Foreign Languages (NCSSFL) and ACTFL published the *NCSSFL/ACTFL Can-Do Statements* (NCSSFL-ACTFL, 2014). This document identified performance indicators for each of the three modes of communication at each level of the ACTFL Proficiency Guidelines (Adair-Hauck, Glisan, Koda, Sandrock, & Swender, 2003). In November 2017, a revised, expanded version of the Can-Do Statements was released together with *Can-Do Statements for Intercultural Communication* for each proficiency level.

The release of *Modern Languages for Communication* was followed by a sustained series of PD opportunities across the state facilitated by the New York State Education Department Bureau of Foreign Languages Education at local and state conferences and at BOCES centers. Given such changes since 1986, it is advisable to consider if an organized effort to update the

field is again needed. Communicating this evolution might include redefining the following curricular components:

- Checkpoints based on ACTFL Proficiency Guidelines
- Key Ideas for Standard 1 in terms of three modes rather than four skills
- Key Ideas for Standard 2 in terms of developing intercultural communication by identifying and comparing cultural products and practices
- Performance Indicators in terms of Can-Do Statements
- A content syllabus based on larger themes
- Assessment practices in terms of proficiency targets

These recommendations build upon a thirty-year legacy of commitment to communicative language practices in light of ongoing research into instructed second language acquisition and the collective experience of practitioners throughout the state. They represent an evolution in the understanding of what constitutes "best practice" and will align the terminology of New York State teachers with practitioners across the country to facilitate more precise and fruitful articulation.

This study represents the first steps towards understanding the needs of NYS World Language educators with respect to the NYS syllabus, standards, and PD materials. This survey of 20 questions elicited the language teachers' opinions and suggestions on the key features of current and new materials, as well PD desired to implement new content pedagogy.

World Language Pathways Curriculum and Assessment Initiative

In 2013, NYSED requested a meeting to present and discuss the Bilingual Common Core Progressions. This meeting was held in conjunction with the co-sponsored Foreign Language Association of Chairs and Supervisors (FLACS) and New York State Association of Foreign Language Teachers (NYSAFLT) conference at Queens College, CUNY. The purpose was to facilitate discussion about the new Progressions as a curricular and PD support document for world language instructors. NYSED Regents fellows, accountability officers, and administrators from the NYSED Office of Bilingual Education and World Language Studies and many available NYSAFLT leaders from across the state attended. The consensus was that the Bilingual Progressions document did not align with our profession's research and practice base, follow our scope and sequence of instruction, or apply to the goals of world language curriculum and assessment. The message to NYSED officials was unequivocal: Our field needed updated materials of its own. Attention and resources must be allocated to revise materials, review the standards, and provide teachers with PD in curriculum, assessment, and instruction currently practiced and recognized nationally. It was at this time that NYSED officially changed the name of the content area from LOTE to World Languages, aligning with many state and local content area designations nationwide. Now, new documents should reflect principles in place throughout districts across the United States, so that NYS students would experience portability of recognizable performance with peers elsewhere in the nation.

In order to begin work on this project, NYSED approved the *World Language Pathways Curriculum and Assessment Initiative*, a Memorandum of Understanding with Queens College in 2016. The Initiative's purpose was to validate the FLACS examination, ascertain needs and gaps in PD, and to design support tools and PD for world language teachers in NYS. In Fall 2016, the FLACS examination was determined to be valid, and was reported as such in a detailed presentation to FLACS. These findings were subsequently presented to NYSED assessment officers. For the purpose of this paper, discussion is limited to the PD goals of the Initiative.

The main PD goal was to bridge the gap between the pedagogical content knowledge recently certified teachers bring to the profession and the outstanding PD needs of in-service teachers. Since 2004, any National Council for Accreditation of Teacher Education (NCATE), now Council for the Accreditation of Educator Preparation (CAEP), accredited world language teacher preparation program must provide a dedicated world language methods course (ACTFL/CAEP, 2013; ACTFL, 2014). In addition, the world language candidate must pass the Oral Proficiency Interview with at least "advanced low", prepare unit and lesson plans using the 5Cs, and teach and assess in the three modes of Communication. In 2012, NYS piloted and adopted the edTPA, which required candidates to design, teach, and assess in the modes of communication within an integrated performance assessment (IPA) (Adair-Hauck, Glisan, Koda, Sandrock, & Swender, 2003). Since 2015, NYS teachers take the revised Content Specialty Test (CST). The framework and item types draw from the World Readiness Standards, the three modes of Communication, and ACTFL proficiency guidelines and performance targets. In the pedagogical content section, candidates must use authentic material to design a task in the communicative modes.

…an equally important goal of the Initiative is to bring the voice of world language teachers to NYSED, to inform the state on existing gaps in preparation…and begin the PD required to have all NYS world language teachers current with longstanding national initiatives.

The efforts to align teacher preparation with national initiatives have not experienced similar implementation at the K-12 level in NYS, thus widening the gap between new and veteran teachers. Anecdotal feedback revealed that teachers certified prior to 2004, may not have had a dedicated world language methods course nor be familiar with current content pedagogy unless they regularly attend PD programs that specifically explain and engage teachers in hands-on, applied practice of these topics. Many teachers encounter obstacles in obtaining desired PD due to resources, geography, schedules, or lack of release time. Thus, an equally important goal of the Initiative is to bring the voice of world language teachers to NYSED, to inform the state on existing gaps in preparation, mentorship and support, needed and desired changes to the state standards and materials, and begin the PD required to have all NYS world language teachers current with longstanding national initiatives. Toward that end, it is essential that feedback and input come from all key stakeholders in the NYS world language field: new and veteran teachers, teacher candidates, administrators, methods instructors, and teacher leaders involved in the development and mentorship of world language teachers.

The initial study described in this paper represents the first steps towards understanding the needs of NYS World Language educators with respect to the NYS syllabus, standards, and PD materials. This survey combined both discrete and open-ended questions eliciting current practices, opinions, and suggestions on the key features of current state and national materials. There were also questions on PD desired to implement current pedagogy in curriculum and assessment. This survey was used to collect and analyze data for the following research questions:

- What should NYSED maintain and change with regard to the Standards and NYS Syllabus for curriculum, assessment, and instruction?

- Which elements of pedagogical content knowledge are essential for planning curriculum, assessment, and instruction?
- Which are the most requested and needed professional development (PD) topics of pedagogical content knowledge by NYS World Language teachers?

Methodology

Because the goal of this investigation was to obtain baseline data on the use of current documents, desired changes, and most essential skill sets, a 20-item questionnaire was developed to examine respondents' opinions on these issues (Appendix A). Survey items contained both discrete and open-ended response types. The Initiative requested and received approval from the Queens College's Institutional Review Board for this study. The survey was developed using Google forms. Participants were recruited through listservs via teacher centers, regional conferences, and world language teacher professional organizations. The listservs received a link to the online survey with a participation letter explaining the study and common online consent form. No identifying information was collected and feedback was anonymous.

Participants

Three hundred fifty New York World Language teachers participated in the survey. The majority teach Spanish (75.1%, $N = 263$), followed by French (31.4 %, $N = 109$), Italian (4.6 %, $N = 16$), German (4.3 %, $N = 15$) and other languages. Most were high school (54.8%, $N = 189$) and middle school teachers (28.8%, $N = 98$), with few elementary teachers (4%, $N = 14$), undergraduate language teachers (3%, $N = 10$), and others (4%, $N = 14$) (Figure 1). World Language supervisors were not specifically recruited for the survey.
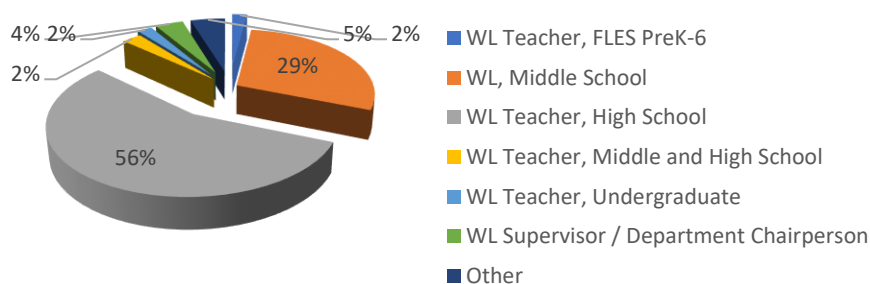
Figure 1. Primary job titles of the participants.

Participants were asked to identify the region where they teach, using their designated NYSAFLT region (Figure 2). Western and Central New York (32.9% and 23.4%, respectively) and Capital East (17.7%) represented the largest group of participants. Most respondents taught in suburban (42.9%, $N=150$) and rural areas (36.6%, $N=128$). Only 20% of them ($N = 70$) represented small and big cities. The remaining 26% of responses were reported by New York City (10%), Long Island (9.1%) and Mid-Hudson/Westchester (7%).
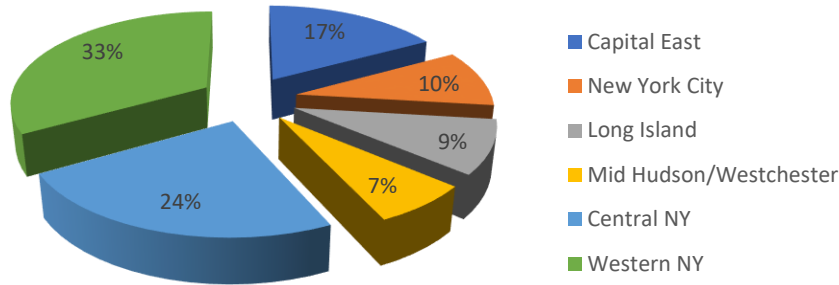
Figure 2. Participants from NYSAFLT regions.

Around 126 (36.6 %) teachers have taught between 11 to 20 years, 24% ($N = 84$) have 21-30 years of teaching experience. Some (15%, $N = 53$) have taught 6 to 10 years. Almost 75% of the teachers are experienced teachers with at least 6 years teaching experience. A significant number of respondents (18.6%, $N = 65$) have not taken any specific undergraduate or graduate courses on world language teaching methods.
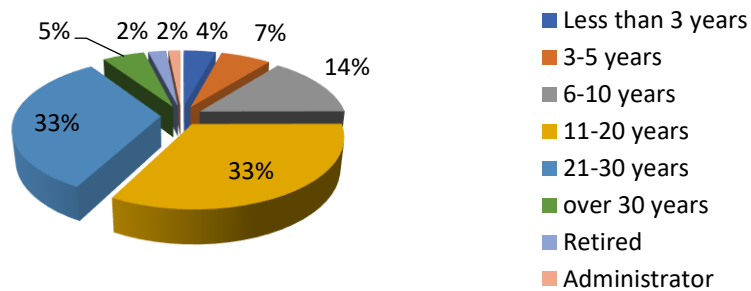
Figure 3. Years of teaching experience.

Results

Investigators wanted to know what key features teachers want to maintain and change with regard to NYS curriculum, assessment, and instruction. Researchers asked direct questions on the Standards, but also sought to understand choices of materials that guide those instructional decisions. To support this question, it was important to know which materials teachers currently use for curricular development. In addition, researchers wanted to know how the different regions represented as the results could inform the direction of specific PD tailored to that region's desires and needs.

The regions across the state differed in policies and choices on curriculum. When asked to choose their primary source of curriculum, investigators found teacher-created curriculum plans (35%, $N = 122$) were the most widely used primary source, followed by commercial textbook series (26%, $N = 85$). District-created curriculum plans were used by only 14% ($N = 50$) of participants. National materials such as the World Readiness standards and NCSSFL/ACTFL Can Do statements were used by 6% of respondents. The current NYSED LOTE syllabus and materials were used by only 11.1% ($N = 38$) of the teachers (Figure 4).
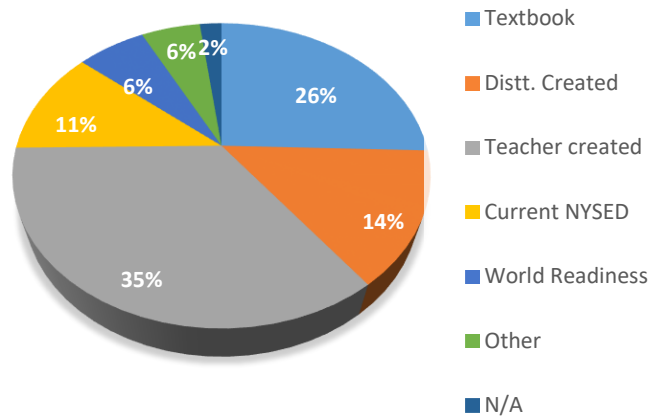
Figure 4. Primary source of teaching resources.

Investigators differentiated the options on changes to standard one; to adopt of all 5Cs of the World Readiness standards, to integrate Comparisons, Connections, and Communities in support of Communication and Cultures for Intercultural Competence, to keep the two standards as written, Communication and Culture, or identify the Communication standard only. On revision of the Standards, one third (36. 5 %, *N* = 128) chose to keep Communication and Cultures, with Comparisons, Connections, and Communities integrated to support the Cultures standard. One third (35.6 %, *N* = 125) wanted to adopt all five Cs identified in World Readiness Standards for Learning Languages. About 23.4% (*N* = 82) wanted to continue with the New York's current two standards as written; Communication and Cultures (Figure 5). In the two regions with the greatest representation, 45% in Central New York wished to keep Communication and Cultures, with Comparisons, Connections, and Communities integrated to support the Cultures standard and 39% wanted to adopt all 5Cs. In Western New York, 34% chose to keep two with integrated support but 37% wishing to adopt all 5Cs.
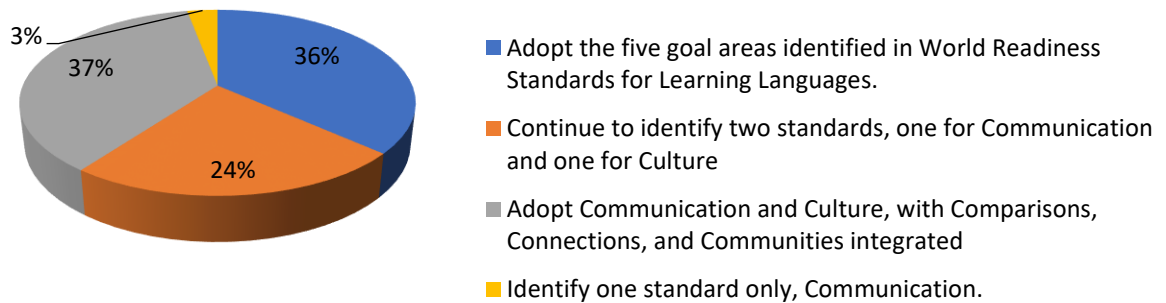
Figure 5. Recommendations for change in Standards.

To distill their responses further, we asked the teachers' views on the two standards (Communication and Cultures) separately. For the first standard, although the majority (65%, *N* = 228) chose the option of changing the current standard into three modes of Communication; Interpersonal, Interpretive and Presentational as described in World Readiness Standards, 35.2% (*N* = 123) wanted to continue with the current standard using separate four standard skills. 59%

responding from Western New York and 74% from Central New York chose to adopt the three modes (Figure 6).
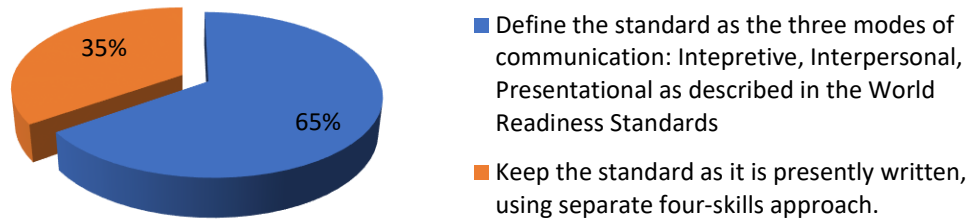
Figure 6. Recommended changes to Standard 1.

For the second standard, most (71.1%, $N = 249$) favored the change of the standard by integrating Products, Practices, and Perspectives (three Ps), as described in world readiness standard; 102 teachers (28.9 %) wanted to keep the same Cultures standard identified by New York State (Figure 7). 83% in Central New York chose to change the standard and 71% in Western New York also sought change the standard to integrate the three Ps.
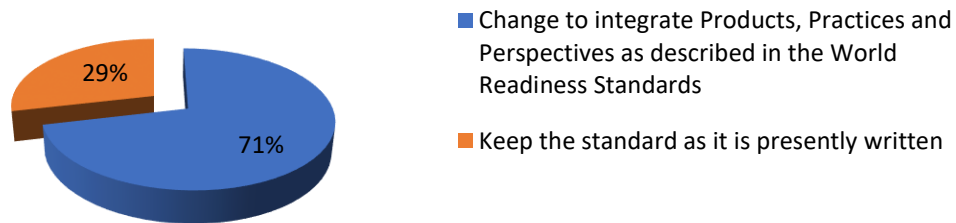
Figure 7. Recommended changes to Standard 2.

Since the views on these two standards are important for this study, we extended the analysis to explore whether the change to current two standards were supported only by novice teachers or was it supported also by experienced teachers. We removed the participants who did not respond to the questions and the variable "years of teaching" was regrouped into 3 categories: "0 - 10 years", "10 - 20 years", and "20 years and more". In all these three categories, we saw the number of teachers supporting the change to the three modes of Communication as described in the World Readiness standards were almost double of those who wanted to keep the NYS standard of four skills, implying the change in syllabus is supported by majority of the teachers regardless of whether they are very experienced teachers or new.

In addition to questions on the standards and materials currently used, investigators wanted to know possible gaps in training and familiarity with the skillsets needed to implement the shifts. Toward that end, it was important to ascertain which areas teachers wanted training, materials, and resources. To address the question on the most requested and needed PD development topics of pedagogical content knowledge, teachers were asked to choose seven areas for which they needed materials and resources. 63% and 64% requested exemplars of Summative and Formative Performance Assessment IPAS in three modes, respectively; 66%

wanted Can Do Statements for learning targets and accountability. With regard to Culture integration, 33% teachers wanted Intercultural Competence Can Dos for task design, with close to 50% seeking guidance and examples for using culturally authentic material for task design and Thematic Unit exemplars. Regarding areas needed for PD, half of teachers requested PD on designing tasks in the three modes of Communication and close to half want sessions on proficiency targets. While 77 % preferred live PD, half of respondents also wanted pre-recorded webinars on relevant topics reported in the survey.

To gather detailed suggestions and opinions, open-ended questions were constructed. We directed our questions focusing on the primary changes needed for the new curriculum and the best features we could maintain from the current curriculum. For the three open-ended items, 50% of the participants shared their views on almost every element of curriculum and assessment. In order to filter and organize these qualitative data on the basis of relevance and importance, we sorted and coded the data basis on the frequency of the responses, to highlight the most echoed suggestions. Since the goal of these open-ended questions was to garner more valid suggestions and feedback, we included all the responses in our data by validity and frequency of suggestions rather than highlighting it by the participants. For example, if a participant wanted to align NYS with the national standards, have overarching themes, and maintain the four skills, we coded and counted the response as three different suggestions rather than highlighting one of them.

Teachers were asked to choose the features they wanted to maintain from the current two standard NYS syllabus, *Modern Language for Communication*. The participants' (N= 173) responses were broadly organized by two major categories: features they wanted to update and the features they wanted to maintain. According to the qualitative data, a majority of the suggestions supported maintaining topics but redefining them with overarching themes and the addition of new topics relevant to 21st century learners. For example, one of the participants commented "Topics. Functions and situation lingo, proficiency targets, needs to go over to ACTFL world readiness 'can do' statements and other ACTFL benchmarks."

Similarly, there was a call to redefine checkpoints to align with performance targets and Can-Do statements. More authentic/relevant tasks, alignments with national standards and three modes of Communication were some of highly suggested important changes. Participants expressed needing more exemplars on integration of Communication and Cultures in performance tasks and PD to improve skills on curriculum planning, assessment, and instruction, explaining a desire to "incorporate world-readiness standards for language learning. Indicate which performance indicators correspond to checkpoints A, B, and C" and requesting "closer alignment to ACTFL standards/can-do statements." Some also voiced concern for lack of administrator support, especially for those districts without a specialized world language chair or supervisor, stating "concise, clear information for administrators defining key terms and delineating best practices in a way that is accessible for non-specialists."

The second item asked to highlight the most important changes needed for the current syllabus. Alignment with the World Readiness Communication and Cultures standards was one of the most voiced suggestions. Teachers expressed significant support for adoption for three modes of Communication. Inclusion of Can-Do statements and more relevant and authentic materials were expressed as required changes needed in the current syllabus with participants explain "I think ACTFL's Can-Do statements are important." Other suggestions included updating themes/ topics and emphasizing intercultural competence.

The last item asked teachers to choose "must-haves" that would make the tools most useful. Most teachers expressed a high need for examples and resources, explaining they wanted examples on task design and deriving specific can-do statements from them as performance targets, as one participant stated, "more online resources with links to current realia, speaking resources, etc." They did not only want authentic resources, but also wanted guidance on how to use them to design tasks to meet or exceed a performance target. These teachers wanted better PD consisting of live workshops, webinars, and professional learning community (PLC) discussion portals, with one participant suggesting a "social networking forum for teachers to discuss ideas and ask questions." They also expressed that moving to performance targets and proficiency levels from checkpoint levels could make teaching and learning more effective. Teachers also suggested alignment with national standards and PD on integration of language, culture, and content.

Discussion

The most striking result is that only 11% of teachers used the current NYSED LOTE syllabus and materials. With 35% of teachers designing their own curriculum and materials, it was clear they are creating, adopting, and using materials more useful to their needs. Seventy percent wanted NYS to adopt all 5Cs of the world readiness standards or have Comparisons, Cultures, and Communities support the current Cultures standard. Since the inception of the national standards in 1996, the unpacking of the Communication standard into three integrated modes in 2003, and accredited teacher certification programs since at least 2004, it appeared many teachers already have aligned their curriculum and assessment system with national initiatives.

Two-thirds of those surveyed wanted NYS to define the Communication standard as the three modes of Communication and the Cultures standard as an integrated system of Perspectives, Practices, and Products. The request for materials on the three modes, Interpretive, Interpersonal, and Presentational may suggest that many teachers wanted to assess and teach with these and know of them but did not fully implement them or understand how to design tasks from the modes. One possible reason is that prior to 2004 NCATE accreditation requirements, a dedicated World Language Methods course may not have been offered by a program for initial certification. Therefore, the three modes may not have been included in teacher preparation. It is also possible that since 2004, there are teacher preparation programs that did not include the modes of Communication in a methods course because the NYS standards and syllabus document did not include them. Respondents also spoke to the ACTFL performance guidelines and proficiency targets and wanted alignment with the existing checkpoints. This would make sense for portability and parity with other states. Given the fact that the state offers the Seal of Biliteracy (NYSED, 2016), it has acknowledged the performance levels and proficiency guidelines indicative of the Seal and in a variety of external assessments. Because students can meet a criterion through a checkpoint C course or appropriate level project, teachers need to know the characteristics of Intermediate-High and be able to design tasks that

At a time of shortage of world language teachers in NYS and nationally, it is imperative that our teachers are supported professionally and given the highest quality development and materials, for both in-service and preservice teachers.

meet or exceed that target for students to reach the level of engagement indicated by the Seal. Toward that end, it is reasonable that teachers should have PD on vertical articulation, keeping the characteristics of performance targets with Can-Do statements for planning curriculum, assessment, and instruction.

Implications

New York State teachers are in need of PD resources and design applications to address the changing needs and expectations of twenty-first-century learners. Results of the survey uncovered existing shifts in practice statewide, with differentiated needs for PD across the regions. As a result of the survey data, tools are currently in development to support teachers on the preparation of performance-based assessment tasks. This PD designed by the Initiative intends to bridge the gap on curriculum and assessment practices already required of new teachers for initial certification in NY. The tools and supports also will guide teachers to prepare students to meet Seal of Biliteracy goals in World Languages. Four goal areas of PD needs and tool development are:

1) Shift of assessment and instruction from four isolated skills to three integrated modes of Communication: Interpretive, Interpersonal, and Presentational. PD will focus on articulated task design with Can-Do statements. Teachers across the state have already contributed exemplars across three levels of articulation: Novice High, Intermediate Low/Mid, and Intermediate High.

2) Shift of isolated topics to an organized framework of four overarching themes adapted from FLACS; *Identity and Social Relationships, Contemporary Life, Science, Technology, and the Arts, and Global Awareness.* The themes should facilitate vertical articulation between levels, buildings, and schools. In addition, they frame updated and refreshed NYS Syllabus topics suggested by NYS teachers as relevant to our 21st Century learners.

3) Facilitate the redefining of checkpoints to performance targets with Can-Do statements aligned with nationally recognized ACTFL Proficiency Guidelines, already adopted for use with Seal of Biliteracy performance targets. Align Global Benchmark Can-Do Statements across three levels to guide teachers on performance targets with the Seal of Biliteracy as a goal, using those characteristics and terms.

4) Consider the relationships of Comparisons, Connections and Communities goal areas of the World Readiness Standards in support of the redefined New York State Communication and Cultures standards. Propose a shift in understanding of the two defined standards, Communication and Cultures, to include *Comparisons, Communities, and Connections* as a means by which Communicative and Intercultural Competence goals are attained.

In response to requests for live PD on task design in the three modes of Communication and Can Do statements, 15 PD sessions have already taken place, with more planned at regional conferences, BOCES, teacher centers, RBERNS, annual conferences, and the NYSAFLT summer institute. Focused 20-30 minute webinars are planned featuring NYS teacher leaders on various topics of need revealed by survey data. These webinars were designed for anytime, anywhere PD for the teacher or for use by a department chair as part of a meeting or focal point of discussion.

Limitations

This survey is a relatively small data set of NYS world language teachers even with 350 participating. Although there was high representation from Western and Central NY, there was much lower representation from downstate regions. Only half of the participants responded to open ended questions, increased response rate could have made the results even more trustworthy. Despite its limitations, the study revealed reliable information and acknowledged the need for a redefinition or revision of the current syllabus and standards. From these data, new surveys were developed and are in progress to examine specific concepts, topics and issues on unit planning, articulated performance assessment, and implementation of Can Do statements. These new surveys reach additional demographics, such as world language supervisors, building administrators, methods instructors, teacher candidates, cooperating teachers, and new and veteran teachers.

More research is needed to support all NYS world language teachers who have limited access to PD. Many teachers also lack mentorship from someone who understands the characteristics of a high-quality world language class. Additionally, many teachers are the sole person responsible for developing, maintaining, and sustaining a world language program in their school and district. These feedback tools will further inform the development of materials, tools, and resources on current pedagogical and assessment practices. The data will inform NYSED on the needs of all teachers statewide.

Conclusion

This study represents an important step to understanding the needs and direction of World Language Education in New York State and revealed key shifts in curriculum, assessment, and instructional practice currently in place or desired by educators. At a time of shortage of world language teachers in NYS and nationally, it is imperative that our teachers are supported professionally and given the highest quality development and materials, for both in-service and preservice teachers. Through this initial step, NYSED has directed attention to our profession and realizes we need current materials, assessments, PD, and refreshed standards. We must now answer the call for feedback, collegiality, and creativity as we respond to the needs of our learners and those who teach them.

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Dr. Jennifer Eddy is a tenured Assistant Professor of World Language Education at Queens College, CUNY. Dr. Eddy teaches courses for certification and the Master's degree as well as directs workshops and curriculum projects for districts and in-service teachers. In 2004, she developed "Uncovering Curriculum: Assessment Design Advancing Performance and Transfer", a backward design framework unfolding Intercultural Perspectives for vertical articulation. Dr. Eddy published *Unpacking the Standards for Transfer: Intercultural Competence by Design* (Eddy, 2017). She has developed PD modules for the NYC Department of Education and currently is Project Director for the NYSED Pathways Initiative, World Languages NYS in the 21st Century.

Bill Heller is an adjunct lecturer at SUNY Geneseo College in Geneseo, NY where he has taught courses in World Language Methods and Materials, Spanish, and a graduate FLES methods course since 2001. For twenty-four years he was the Spanish teacher at Perry High School until his retirement in 2011. He is a frequent workshop presenter at local, state and regional conferences and professional development seminars.

Appendix A
NYS Survey for World Language Education

Title of Research Study: Establishing need for professional development in World Language Education
Principal Investigator: Dr. Jennifer Eddy, Ph.D.

Written Statement Regarding Research
You are being asked to complete a survey on world language curriculum, assessment and instruction.

Dear World Language Colleague,
You are being asked to participate in this research study because you are a World Language K-12 educator, supervisor, faculty methods instructor or teacher candidate. You are invited to participate in a survey on world language curriculum, assessment and instruction.
The purpose of this research study is to gather feedback to inform the development of new curricular guides, exemplars and supportive materials for NYS World Language teachers, administrators and students. Results of this survey will guide various professional development initiatives in order to address your needs in curriculum, assessment and instruction. Therefore, it is essential to seek feedback representing all stakeholders in the World Language (LOTE) profession across New York State.
If you agree to participate, you will be asked 20 questions that should take you no more than 15 minutes in an anonymous online survey. Your participation in this online survey is voluntary, usernames or remote computer names will not be retained, stored, or used in data analysis or reporting by those involved in the data analysis and reporting. You can stop at any time by exiting the survey. The survey does not ask for any information that would identify who the responses belong to.
Your participation in this research is voluntary. If you have any questions, you can contact Dr. Jennifer Eddy at 718-997-5177. If you have any questions about your rights as a research participant or if you would like to talk to someone other than the researchers, you can contact CUNY Research Compliance Administrator at 646-664-8918.

* Required
1. What is your primary job title? *
Mark only one oval.

- ○ WL Teacher, FLES PreK-6
- ○ WL Teacher, Middle School
- ○ WL Teacher, High School
- ○ WL Teacher, Undergraduate
- ○ WL Supervisor / Department Chairperson
- ○ WL Methods Instructor
- ○ Other: _____

2. Which language(s) do you teach? (Check all that apply) *

Check all that apply.

- ☐ American Sign Language
- ☐ Arabic
- ☐ French
- ☐ German
- ☐ Greek
- ☐ Hebrew
- ☐ Italian
- ☐ Korean
- ☐ Latin
- ☐ Mandarin
- ☐ Native Languages
- ☐ Russian
- ☐ Spanish
- ☐ Other: _____

3. What levels do you teach? (Check all that apply) *

Check all that apply.

- ☐ FLES, Checkpoint A
- ☐ MS Checkpoint A
- ☐ HS Checkpoint A, Level I
- ☐ Checkpoint B, Levels II and III
- ☐ Checkpoint C, Levels IV, V, VI, AP, IB
- ☐ I teach post-secondary learners.

4. How many years have you been teaching? *

Mark only one oval.

- ○ Less than 3 years
- ○ 3-5 years
- ○ 6-10 years
- ○ 11-20 years
- ○ 21-30 years
- ○ over 30 years
- ○ I am now retired.
- ○ I am currently an administrator or supervisor.

- ○ I am a teacher candidate.
- ○ Other: [   ]

5. Have you ever taken a specific undergraduate or graduate level course on world language teaching methods? *
Mark only one oval.

- ○ Yes
- ○ No

Questions about your school district and WL program
6. In which NYSAFLT region do you live?
Mark only one oval.

- ○ New York City
- ○ Long Island
- ○ Mid-Hudson/Westchester
- ○ Capital East
- ○ Central NY
- ○ Western NY

7. How would you characterize your school district? *
Mark only one oval.

- ○ Big City
- ○ Small City
- ○ Suburban
- ○ Rural
- ○ Not applicable

8. At what level does WL instruction for Checkpoint A begin? *
Mark only one oval.

- ○ Prior to Grade 5
- ○ Grade 5
- ○ Grade 6
- ○ Grade 7
- ○ Grade 8
- ○ Not applicable

9. What Checkpoint C Options are currently available in your district? (Check all that apply.) *
Check all that apply.

- ☐ Advanced Placement (AP) Language and Culture

- ☐ Advanced Placement (AP) Literature
- ☐ International Baccalaureate (IB)
- ☐ College Credit
- ☐ Local Credit Only
- ☐ Not applicable
- ☐ Other: [   ]

10. Taking into account that we use a variety of resources, which is the primary source guiding your curriculum? *

Mark only one oval.

- ○ Commercial textbook series.
- ○ District-created curriculum guide.
- ○ Teacher-created curriculum plan
- ○ Current NYSED LOTE syllabus and materials
- ○ Current National materials (World Readiness Standards, ACTFL/NCSSFL materials, etc.)
- ○ Not applicable. I teach post-secondary.
- ○ Other: [   ]

Informing Future NYSED Curricular Choices: Content

11. Currently, New York identifies two standards for World Languages: one standard for Communication and one standard for Culture. What would you recommend?

Mark only one oval.

- ○ Identify one standard only, Communication.
- ○ Continue to identify two standards, one for Communication and one for Culture
- ○ Adopt the five goal areas identified in World Readiness Standards for Learning Languages.
- ○ Adopt Communication and Culture, with Comparisons, Connections, and Communities integrated
- ○ Other: [   ]

12. What changes do you recommend to Standard 1: Students will communicate in a Language other than English?

Mark only one oval.

- ○ Keep the standard as it is presently written, using separate four-skills approach.
- ○ Define the standard as the three modes of communication: Interpretive, Interpersonal, Presentational as described in the World Readiness Standards

13. What changes do you recommend to Standard 2: Students will develop cross-cultural skills and understandings? *

Mark only one oval.

- ○ Keep the standard as it is presently written
- ○ Change to integrate Products, Practices and Perspectives as described in the World Readiness Standards

14. Written materials and resource guides will be designed to reflect current research and practice in World Language Education. Please select the content you believe is key to planning successful curriculum, assessment and instruction. Check any seven (7) of the boxes below and/or feel free to add your own. *

Check all that apply.

- ☐ Performance based summative assessment exemplars
- ☐ Suggestions for designing articulated world language curricula among levels, buildings and schools
- ☐ Interpretive, Interpersonal and Presentational mode task exemplars as formative assessment
- ☐ Annotated and blank templates for unit, lesson and task planning
- ☐ Topics listed for each proficiency level
- ☐ Functions listed for each proficiency level
- ☐ Proficiency descriptions for each level
- ☐ Can Do statements as learning targets and for learner accountability
- ☐ Thematic Unit exemplars
- ☐ Crosswalk defining checkpoints as proficiency targets
- ☐ Intercultural Competency Can Do statements and task development
- ☐ Guidelines for incorporating culturally authentic material and task design
- ☐ Expansion of topics to themes with exemplars
- ☐ Other:

15. Professional Development will support teachers on current World Language Education initiatives. Please select the Professional Development you would like or need for planning curriculum, assessment and instruction. Check any seven (7) of the boxes below and/or feel free to add your own. *

Check all that apply.

- ☐ Performance based summative assessment exemplars
- ☐ Designing articulated world language curricula between levels, buildings and schools

- ☐ Interpretive, Interpersonal and Presentational mode task exemplars as formative assessment
- ☐ Can Do statements as learning targets and for learner accountability
- ☐ Thematic Unit exemplars
- ☐ How to set proficiency targets at course and unit level
- ☐ Intercultural Competency Can Do statements and task development
- ☐ Using Culturally authentic material for instructional design
- ☐ Expansion of topics to themes with exemplars
- ☐ Strategies to make target language instruction comprehensible
- ☐ Integrating language, culture and content
- ☐ Using age appropriate print and non-print culturally authentic material
- ☐ Self-assessment in a performance based classroom
- ☐ Learner centered instruction and feedback models
- ☐ Teach grammar as a concept and use in context
- ☐ Implementing a thematically organized curriculum
- ☐ Designing tasks for value beyond the classroom: College, career readiness and service learning
- ☐ Other: _____

16. Delivery of Professional Development: Which modes of delivery are most suitable to your needs? Check any five (5) of the boxes below and/or feel free to add your own. *
Check all that apply.

- ☐ Live Professional Development presented in the different NYSAFLT regions
- ☐ Live webinars archived for later use and review
- ☐ Prerecorded webinars for anytime, anywhere PD
- ☐ Short webinars or videos suitable for department meeting PD and discussion with ancillary tools
- ☐ Infographics on the content topics previously mentioned
- ☐ Information materials for administrators that will support the Teacher's instructional decisions
- ☐ Information materials for learners (video and infographics) aligned with goals and self-assessment
- ☐ Information materials for parents supporting new initiatives on performance based assessment goals

- ☐ Online Professional Learning Community Forum
- ☐ Other: [   ]

Informing Future NYSED Curricular Choices: Open ended feedback. Please tell us your thoughts.

17. The NYS Syllabus was published in 1986 and the standards revised in 1996. What features should we maintain from the syllabus and standards?

18. The NYS Syllabus was published in 1986 and the standards revised in 1996. What is the most important change we need to see in our NYS curriculum documents for World Languages?

19. What are "must have's" that these materials must include to make it a useful tool and resource for you?

20. Please tell us any additional comments, feedback, needs or concerns.

FLES and Cognitive Growth: An Exploration of Science and Assessment

Kennedy Schultz

Abstract: Early language learning programs have experienced a decline in recent years; however, new research on cognitive development has turned attention to the underlying benefits of early language education. The current study describes an effort to examine the cumulative impact of Foreign Language in Elementary School (FLES) programs on cognitive development, using an assessment tool from the National Institutes of Health. Given over a period of fifteen months, these assessments measured students' attentional ability related to stimuli inhibition and focus. Initial results demonstrated a slight improvement in the cognitive skills of FLES students over their peers. Continued study is necessary to better understand how FLES programs impact cognitive development over time, with the potential to impact program design and advocacy.

Keywords: Advocacy, Assessment, FLES

Step into many urban schools in America, and you are likely to hear a variety of greetings exchanged between students and teachers: *Hello...Hola...Bonjour...Marhaaban...* There was a time in education when bilingualism was considered an impediment to a child's language development, but thankfully, our understanding of bilingualism has changed a lot since the 1950s. Today, the body of knowledge on bilingualism continues to grow as new technologies become available to study how the brain works.

Many decades of second language research have demonstrated the benefits of bilingualism. Children show greater acceptance of diversity and they demonstrate increased accuracy on math and reading assessments, to name a few. The promise of academic success drove an expansion of second language programs in elementary schools in the 1980s and 1990s. From 1987 to 1997, world language offerings in elementary schools increased from 22% to 31%; however, schools saw a decline in offerings in the subsequent decade, down to 25% (Pufahl & Rhodes, 2011). As the educational landscape in America shifted towards establishing rigorous national standards, school districts devoted more resources and personnel to core subjects such as math, reading, and science, often leading to budget cuts for 'non-core' programs such as world languages, the arts, and music.

Fortunately, recent advancements in cognitive science have brought languages to the forefront again. With a better understanding of how the brain reacts to language input, scientists can better correlate the impact of language acquisition on cognitive processes. For example, Kuhl's (2007, 2010, & 2015) work on language development in infants using brain imaging has revealed the importance of social contact in language learning, showing how the brain responds differently when language is heard via audio only or via interpersonal contact. Other researchers have shown that bilingualism impacted portions of the brain related to working memory, problem-solving, and inhibitory control—important cognitive skills which are necessary to a wide variety of academic and professional situations (Barac & Bialystok, 2012; Carlson & Meltzoff, 2008; Nicolay & Poncelet, 2013). This research has impacted our understanding of

second language acquisition on a new level, allowing us to evaluate not just a learner's production or comprehension skills, but the overall cognitive benefits that can be gained from bilingualism.

While bilingual studies have generally focused on children who reside in dual language homes or those enrolled in language immersion programs at school, few studies have examined how the benefits of bilingualism accrue over time for children who begin second language learning in a less immersive atmosphere, such as FLES (Bialystok, 2002; Bialystok & Martin, 2004; Hermanto, Moreno, & Bialystok, 2014). We know that even adults who became bilingual later in life demonstrated similar cognitive advantages as bilingual infants (Bak, Nissan, Allerhand, & Deary, 2014), but questions remain about the quantity and duration of language exposure necessary to build cognitive benefits on the bilingualism journey.

Based on the existing literature concerning cognitive advantages of bilingualism, we can identify a gap in our understanding of how much language exposure is needed to confer cognitive benefits on early language learners. The current paper presents the design and preliminary results of a planned long-term study that seeks to correlate the amount of early language exposure to cognitive growth in children enrolled in a FLES program. This study used established methods of cognitive evaluation and examined three groups of children (monolinguals enrolled in a FLES program, monolinguals without language exposure, and bilinguals) to begin tracking cognitive benefit over time.

Methodology

As an elementary school language instructor, I could see how my students demonstrated their knowledge of French from year to year as they participated in bi-weekly lessons beginning in kindergarten. But cognitive advantages gained from early language learning are more difficult to pinpoint. I wondered how these might be measured in students who are beginning their bilingual journey. Finding an evaluation tool that was easy to use and interpret was a key element of this process.

Through a bit of research, I discovered that the National Institutes of Health had developed a set of cognitive assessments called the NIH Toolbox (Weintraub et al., 2013). These assessments measured specific brain functions which are often enhanced in bilingual learners. The assessments came in the form of short games on an iPad that could be administered to children as young as three years old. For this study, I chose two assessments: the Flanker Inhibitory Control (Flanker) test and the Dimensional Card Change Sort (DCCS) test.

The Flanker test required students to focus on the center arrow in a row of five arrows, then press a button which matched the direction that the center arrow was pointing. Some trials showed all the arrows pointing the same way; others showed the center arrow pointing in the opposite direction as the rest of the row. The idea was to see how well students could 'tune out' flanking information and maintain focus on the center image. In bilingual learners, the ability to focus on specific language sounds and tune out background conversations is enhanced.

The DCCS test measured a different component of executive function: cognitive flexibility. This test showed students two buttons with different images, for example a ball and a truck. The truck was blue and the ball was yellow. During the test, a ball or truck image in the opposite color was presented in the center of the screen above the buttons. The students must choose the button that matches either the shape or the color of the center image, according to a prompt. This test required students to maintain cognitive flexibility to respond quickly to a change in matching criteria.

The NIH assessments provided a scoring mechanism which evaluated several factors including accuracy and reaction time. In addition to reporting this raw data, the norms established through the assessments account for normal age-related improvement. As children age, certain executive function capabilities improve naturally over time. By using the Age-Corrected Scores for each assessment, it is possible to account for this naturally occurring growth. Scores reported as '100' indicate the national average of all norms for a particular age group.

While the research study I began was intended to measure these criteria over the long-term, I was curious as to whether any differences might be noted within the span of an academic year. For the results reported here, students took the assessments twice during the school year: once in September or October, and once in June. In 2016-17, I administered the assessments to 28 students in grades kindergarten and one at Park School, a small independent school in Western New York that enrolls an economically and ethnically diverse student population. Three of the students joined the school after the initial assessments were given, and two students did not complete the final assessments, so comparative scores were only available for 23 students. In the fall 2017-18, I assessed 41 students at Park School: 12 in Kindergarten, 12 in first grade, and 16 in second grade. Of the first and second graders, 25 of 28 had participated in the study the previous year. I also included a group of four monolingual students and five students in the English Language Learner program at a local public elementary school to examine how these particular groups of students with varying exposure to a second language might differ in their cognitive growth. The goal is to continue following students as they progress through elementary school to determine any long-term changes in performance on the assessments.

Initial Results

For the fall and spring assessments in 2016-2017, results showed that 14 students demonstrated an increase in their Flanker raw score. Nine of students showed an increase in their age-corrected score (Figure 1). Thus, while a majority of the students increased their scores, some of the improvement was due to natural age-related improvement in cognitive ability. Of the nine students who exceeded the scores of the average peer group, six scored above the national average of 100. Three of these students had an increase in score rising from an initial score below 100 to above 100 on the second assessment. Recall, scores reported as '100' indicate the national average of all norms for a particular age group.
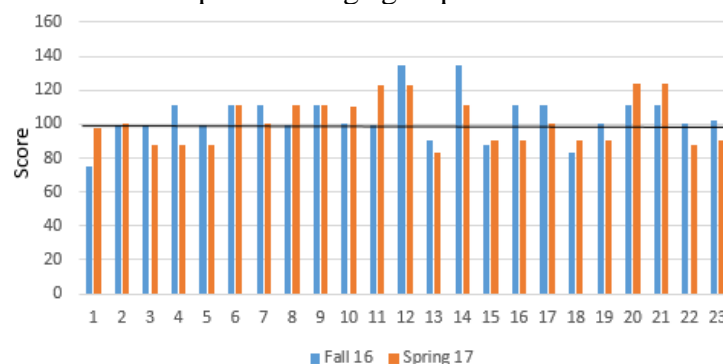
Figure 1. Flanker Scores (2016-2017)
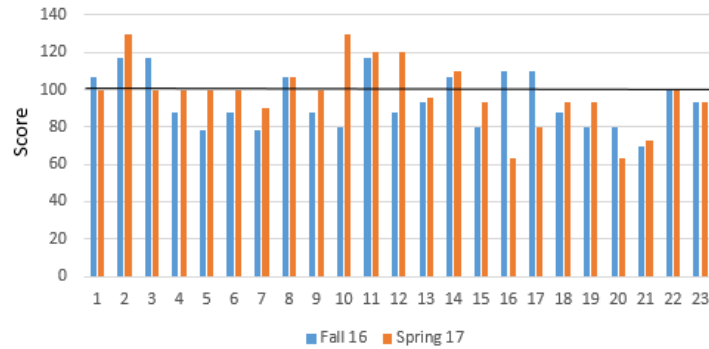
Figure 2. DCCS Scores (2016-2017)

For the DCCS assessment (Figure 2), fifteen students demonstrated an increase in their age-corrected score. Of this group, six students raised their score from below 100 to at or above 100 on the second assessment. Both assessments showed that some students decreased from the first to second trials (ten students in the Flanker test, and five in the DCCS test). For nearly all of the results—either growth or decline—the change in score was within the standard deviation of 15 points.

In the fall of 2017, 41 students at Park School took part in the assessments. Fourteen of 16 students in second grade had participated in the previous year's assessments; nine of 12 students in first grade had participated the previous year. For these 23 students, there are three sets of comparative data (Figures 3-6). In examining results from grade one to grade two (Figure 3), nine showed growth in their Flanker scores from the previous year, by an average of 14 points, with eight scoring over the national average of 100. One student had a static score, one had a test malfunction resulting in no fall score, and two students showed a decline by 12 points from their spring score. For the DCCS assessment (Figure 4), only five students showed significant growth, with an average of 23 points increase. Three students had static scores and six students showed a decrease from their spring score by an average of 14 points.
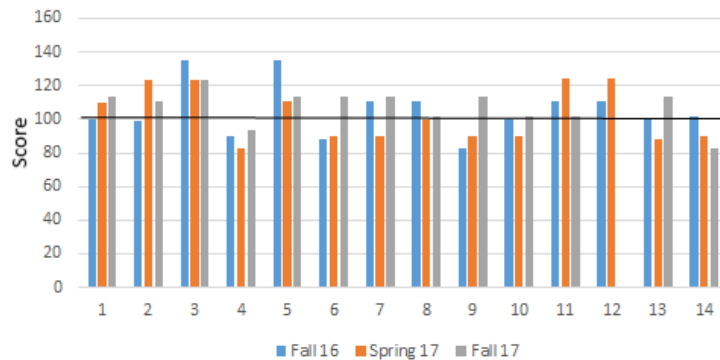
Figure 3. Flanker Scores for Grades One and Two (2016-2017)
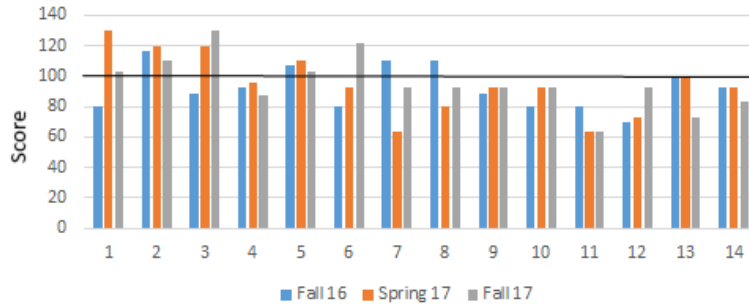
Figure 4. DCCS Scores for Grades One and Two (2016-2017)

In examining the results from students moving from kindergarten to grade one, five students showed growth in Flanker scores from the previous year, by an average of 18 points, with four students scoring above the national average (Figure 5). Four students had static scores, and two students declined by an average of nine points. For the DCCS assessment, three students showed growth, with an average increase of 8 points. Four students had static scores, while two students showed decreased scores (Figure 6).
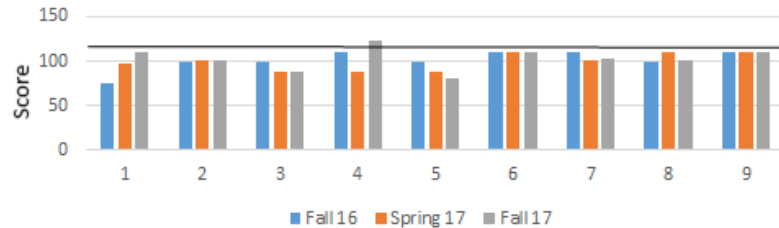
Figure 5. Flanker Scores for Grades Kindergarten and One (2016-2017)
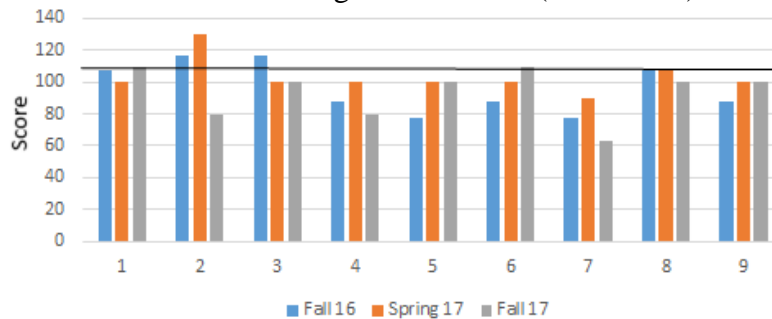
Figure 4. DCCS Scores for Grades Kindergarten and One (2016-2017)

With the addition of both a monolingual group (no exposure to foreign language) and a bilingual group (students enrolled in an ELL program), I was curious to see if these differing groups had significant variations in their results. The samples were very small: just four monolingual students and five bilingual students. All of these students scored similarly to the FLES students at Park School. The Flanker scores for both monolingual and bilingual groups were at or above the national average of 100, with seven of the students scoring at or above 100 for the DCCS test.

Discussion

Within the course of one school year (2016-2017), a majority of students increased their scores on both the Flanker and DCCS assessments. Some of this increase was due to natural improvement in cognitive ability as children age. However, taking this into account, there were

still significant measures of improvement for 35% of students in Flanker test and 61% of students in the DCCS test to the point where they were outperforming their peers in the national norms.

When considering the 23 students whose assessments included three sets of comparative data, a general trend showed a slight uptick in age-corrected performance for the Flanker test, with similar results in the DCCS test. Improvements in Flanker test scores indicated that students had the ability to ignore competing visual stimuli in order to correctly and quickly identify the direction of the center arrow in the assessment. This skill required both inhibition control (ignoring competing information) as well as attention (focusing on central image). In this study, 36% of students improved their accuracy and speed in identifying the direction of the center arrow, demonstrating an ability to focus on the central stimulus and tune out competing stimuli. Of the students who showed improvement, two-thirds scored better than the national average for their peers on this assessment. In multilingual situations, bilingual children must focus on particular language input and choose which language to speak in a given situation, demonstrating this cognitive trait more strongly than monolingual children.

Through a better understanding of the brain, we can design and implement FLES programs which have lasting effects on the cognitive growth of children, benefiting them for years to come.

For the DCCS test, 56% of the participants improved their score, with most meeting or exceeding the national average for their peers. The improvement on the DCCS test indicated that students were able to switch gears and accurately match the test image when faced with new criteria (or dimension) that conflicted with a previously established matching protocol. The ability to switch between matching dimensions required cognitive flexibility that is often enhanced in bilinguals who switch between languages with ease. Students who excelled on the DCCS test demonstrated an ability to quickly and accurately evaluate the conditions for the matching game.

There were some instances when students who had demonstrated an increase in the first two assessments (fall 2016 to spring 2017), declined in their third assessment (fall 2017). It is possible that some limitations on the testing procedures accounted for this decline, as noted below, or that given the relatively short time span in evaluating students' cognitive ability, some highs and lows might occur over the course of cognitive growth. Continued study of the participants over time may elucidate why the declines might occur after a period of growth.

Limitations

Embarking on novel research brought to light several possible limitations regarding the logistics of the assessment experience and the role it may play in the strength of the scores. The Park School students were assessed individually at varying points throughout the day, in varying venues. Some rooms were quieter with less distractions, while other spaces were more prone to noise of passing students. The newer group of monolingual and bilingual students whose scores were particularly strong were assessed in a quiet conference room. Student energy levels and environment could play a role in their performance on assessments, so future assessments should be controlled as much as possible to ensure more consistency in these variables.

This initial study has raised additional questions related to cognitive benefit and academic performance. For example, how might instructional technique or the frequency of language input impact cognitive benefit? At Park School, students in kindergarten receive language instruction for 30 minutes twice every six days, while students in grades one and two have language class for 25 minutes four of six days. The initial results indicated that students showed a slightly greater jump in performance between grades one to two than grades kindergarten to one. Might this be due to cumulative exposure to language input or the increased frequency of instruction? Teasing out these answers will require further study and improved control measures to ensure that data can be better isolated for these factors.

Conclusion

Examining cognitive benefit as it relates to early language learning is a complex topic. Language development naturally follows a pattern of recognition and understanding before language production is attained. FLES students are not generally expected to produce significant language output, and as academic programs vary drastically in design and intensity of language exposure, it is often difficult to pinpoint benefits of FLES instruction that are not observable through such visible output. While immersion programs provide a more consistent platform through which researchers can examine cognitive benefit, FLES programs account for the majority of early language programs, even though their content and intensity vary greatly by school. By examining cognitive flexibility as one outcome of FLES instruction, it may be possible to correlate program design with benefits in cognitive growth, thus providing an additional advocacy point.

I hope to continue this study, adding additional students each year and perhaps adding an additional assessment for working memory. Providing concrete data on cognitive processes impacted by FLES can help advocacy efforts as well. Through a better understanding of the brain, we can design and implement FLES programs which have lasting effects on the cognitive growth of children, benefiting them for years to come.

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The Multiple Voices Shaping a Preservice FLEX Teacher's Process of Becoming

D. Reid Evans & Erin Kearney

Abstract: Drawing on theory that asserts the influence of the multiple voices available in our environment and experience in the process of becoming something new (Bakhtin, 1981, 1984), the study we report details examples of the changes to the beliefs and practice of a preservice foreign language exploratory (FLEX) teacher in a preschool setting. Looking at three episodes of circle-time instruction, we show how the focal participant developed professionally and adapted for the preschool environment throughout the semester, becoming more and more a preschool Spanish FLEX teacher. By closely examining the ways she took up others' voices in her instruction and her comments about her own teaching, our analysis suggests the importance of the multiple voices of influence that affect preservice FLEX teachers as they partake in the student teaching practicum.

Keywords: Bakhtin, FLEX, preschool, preservice teachers, world languages

Generally seen as a culminating event in teacher preparation programs, the student teaching practicum serves as an experience in which preservice teachers are first able to put newly-acquired pedagogical knowledge into practice. This experience is characterized by its hands-on nature as preservice teachers begin to enact their recently acquired skills and interact with a number of agents within the classroom including students, cooperating teachers, and supervisors. Interactions during the student-teaching experience ultimately serve to further develop the knowledge and professional skills of preservice teachers (Cabaroglu & Roberts, 2000; Yuan & Lee, 2014). Such change in beliefs is a natural part of the teacher education process and stems from a number of influential factors with which preservice teachers come into contact (Hollingsworth, 1989). While the student teaching experience has been robustly investigated in the literature (e.g., Gomez, Black, & Allen, 2007; Kang & Cheng, 2014; Nilsson & van Driel, 2010), examining the nature of this experience particularly as it pertains to foreign language in the elementary school (FLES) or foreign language exploratory programs (FLEX) has received little attention (Heining-Boynton, 1998; Hoch, 1998). As both FLES and FLEX programs are growing in number within New York State—with nearly 100 programs listed as of 2011 (NYSAFLT, 2011)—understanding the impact of student teaching experiences in the FLES/FLEX classroom is crucial if the goal is to prepare teacher candidates to deliver quality world language instruction to students at the early childhood and childhood levels (NYSAFLT, 2018).

In addition, the objectives of early start programs such as that of FLEX differ from those of world language programs at the adolescent level. Making up nearly half of both public and private early start language programs in the United States (Center for Applied Linguistics, 2008), FLEX programs do not view functional proficiency as the main objective of instruction. Instead, these programs incorporate goals such as the awareness of foreign languages and cultures, an introduction to language learning, and the motivation to continue language study (Hoch, 1998).

Furthermore, the methodological approaches to world language instruction in the early childhood setting, typical of many FLEX programs, is quite distinctive to those taught in teacher preparation programs developed for adolescent level instruction. Thus, the three-credit hour requirement in New York State for certification extension to grades 1-6 is concerning given the differences between early childhood and adolescent instruction in areas such as developmental appropriateness, material preparation, and classroom management.

To address these concerns, we suggest that examining the dialogic nature of the FLEX student teaching experience from a Bakhtinian perspective has the potential of highlighting the influence of the multiple voices that the preservice teacher encounters within the moment of student teaching. Through the theoretical lens of Bakhtinian (1984) double-voicedness, this study sought to identify the patterns of ideological becoming (Bakhtin, 1981; Freedman & Ball, 2004) of a preservice world language teacher in a preschool FLEX program. As world language instruction at the early childhood level differs significantly from the adolescent classroom, the significance of this study comes from the insights into the ways in which Sarah[1], our focal participant, adapted to the preschool FLEX context by incorporating the multiple voices that surrounded her instruction.

In what follows, we examine the process of Sarah's ideological becoming by employing a cross-episodic contingency analysis (Boyd & Markarian, 2015) to three specific episodes of her classroom instruction. Taken from circle time interaction at the beginning, middle, and end of the semester, these episodes serve to illustrate the changes to Sarah's knowledge and skills that occurred during her FLEX student teaching experience. It is understood that "as learning is a process that happens over time, and learning is mediated through dialogue, we need to study dialogue over time to understand how learning happens and why certain learning outcomes result" (Mercer, 2008, p. 35). As such, the three episodes presented in this paper offer a temporally contingent, progressive understanding of Sarah's becoming a preschool FLEX teacher.

Literature Review: Preservice Teachers' Beliefs and Practice

Research in the area of teachers' beliefs has demonstrated that preservice teachers frequently enter teacher preparation programs with varying belief systems related to the teaching profession (Brookhart & Freeman, 1992; Tanase & Wang, 2010), and yet these beliefs develop as they progress through such programs (Cabaroglu & Roberts, 2000; Ng, Nicholas, & Williams, 2010). Central to the development of preservice teachers' beliefs and practice is the student teaching practicum. Within the student teaching practicum itself, Shantz and Ward (2000) noted the importance of the dialogic relationship between supervisor and student teacher. Their study emphasized the importance of the feedback and guidance that the preservice teacher received during the student teaching experience which ultimately helped shape their development as an educator. They suggested that the organized dialogue between supervisor and preservice teacher "is significant in the development of preservice teachers enabling them to begin to organize and internalize their thoughts about classroom teaching" (p. 292). In this sense, the importance of high-quality feedback and guidance during the student teaching experience was stressed and should be carefully considered in all teacher preparation programs.

The lack of scholarship focusing on the content and process of preservice teachers' change in knowledge and beliefs has been noted in the literature (Yuan & Lee, 2014). While work in this area has sought to uncover the origin of teachers' beliefs (Gutiérrez Almarza, 1996;

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[1] All names are pseudonyms.

Moodie, 2016) and how they change throughout teacher preparation programs (Cabaroglu & Roberts, 2000; Ng, Nicholas, & Williams, 2010), few studies have specifically examined classroom-based discourse—that is, actual teaching and learning interactions—in an attempt to detail both the content and the process that Yuan and Lee (2014) suggested.

Theoretical Framework: Ideological Becoming

For Bakhtin, the notion of ideological becoming focused on the changes that occur within an individual with regard to their perspectives and beliefs about the world as well as their place within it (Gomez & Johnson Lachuk, 2012). Such changes occur based on the experience of the individual within their social environment and the contact that they have with the voices of others through dialogue. Freedman and Ball (2004) argued that "the ideological environment— be it the classroom, the workplace, the family, or some other community gathering place— mediates a person's ideological becoming and offers opportunities that allow the development of this essential part of our being" (p. 6). As such, any examination of an individual's ideological becoming must take into account the various factors of the ideological environment and the degree to which such factors affect the developing system of ideas of that individual. For preservice teachers, these factors include the individuals with whom they interact in the classroom setting, their supervisors, instructors, and peers, the students they teach, and their knowledge regarding content and pedagogy.

In addition, ideological becoming stresses the importance of the multiple voices with which an individual comes into contact in the social environment. Through the convergence of these voices emerge "exciting opportunities and possibilities for expanding our understanding of the world" (Freedman & Ball, 2004, p. 6) and of ourselves as people. Similarly, Delp (2004) emphasized the impact of dialogue on an individual's ideological becoming and suggested that "it is within these dialogic interactions and relationships that we may journey to *think* about ideas, to *interpret* language, to *understand* the intentions persuasive (sic), authority of others, and to construct new understandings, perspectives, and ideologies for ourselves" (p. 203, emphasis in original). Both Freedman and Ball (2004) and Delp (2004) defined ideological becoming from a cognitive perspective, making reference to ideas, understandings, and perspectives; yet, no mention is made of the reflection of these new ideologies on praxis, i.e., the effects of ideology on interaction and how this is directly observable in actions that are exhibited in a particular environment.

Ideological becoming and double-voicedness function as a fruitful theoretical frame through which to view the growth and development of preservice world language teachers throughout the student teaching experience. During this time, student teachers encounter the voices of others which have the potential to impact their beliefs and practice. Understanding the interaction of such voices is significant as "the role of the other is critical to our development; in essence, the more choice we have of words to assimilate, the more opportunities we have to learn" (Freedman & Ball, 2004, p. 6).

In this paper, we make the argument that it is through the observation of classroom practice that the ideological becoming of a preservice language teacher becomes apparent. Through the Bakhtinian lens of ideological becoming and double-voicedness, our research addressed the following question:

In what ways did the multiple voices within the student teaching environment contribute to the ideological becoming of a student teacher in a preschool FLEX program?

Methods

Setting

As part of a course titled *Seminar and Practice in an Early Childhood Program*, Sarah, our focal participant, was required to complete a 40-hour supervised FLEX teaching practicum in a Head Start preschool classroom. While face-to-face instruction occurred with the course professor for a few weeks at the beginning of the semester, the majority of the course's requirement took place directly in the early childhood classroom. Head Start is a program funded federally by the United States Department of Health and Human Services which offers early childhood education to children of low-income families who earn less than the established federal poverty level. The data collection and instruction within this particular classroom was facilitated by an agreement forged between Author 2 on behalf of a large public research university in Western New York and Head Start campuses in the same county to incorporate early-start world language teaching on a bi-weekly basis. Twice a week for the duration of the academic semester, Sarah visited the classrooms to provide world language instruction and was accompanied on all visits by Author 1 who functioned as a supervisor throughout the semester-long experience.

Participants

The focal participant for this investigation was Sarah, a graduate student seeking a master's degree in teaching Spanish as a world language. Although this experience marked Sarah's first classroom instruction in early childhood, she did come to the program with basic experience in teaching middle-school Spanish. This included work as a substitute teacher in a local middle school while completing her degree, as well as an initial certification in Spanish education outside of New York State. Prior to the instruction that she provided in the Head Start classroom, Sarah completed several weeks of initial coursework in the face-to-face graduate level class described above and became familiar with some of the basic tenets of early childhood education including developmental appropriateness, early childhood standards, and materials development. However, the transition from secondary education to early childhood proved difficult for her, a sentiment which she stated directly in an early interview as she and Author 1 discussed the developmental appropriateness of one of her initial lessons.

> Sarah: I'm trying to work on adjusting from middle school to preschool
> Author 1:   It's tough
> Sarah: It is a little bit (.) so that is where I struggle a little bit with the
>   developmental appropriateness
> (Coaching Meeting; 02/25/2016)

As this study sought to understand the ideological becoming of a preservice teacher through a Bakhtinian framework while paying particular attention to the multiple voices that were heard (and witnessed) within Sarah's instruction, it is important to note Author 1's specific role as a participant in this study. The previous excerpt of talk was taken from a coaching session in which Sarah and Author 1 spoke at length regarding the instruction that she had implemented in her teaching sessions. Working in a supervisory role, Author 1 interacted directly with Sarah in the role of pedagogical coach while observing her instruction. Specific coaching sessions occurred on a weekly basis after instruction and served as a platform in which Author 1 could offer Sarah advice, suggestions, criticism, and feedback to develop her skills as a world language

teacher in the preschool setting. During these sessions, Author 1 offered Sarah explicit suggestions and ideas related to pedagogical practice, which she then frequently attempted to incorporate into her instruction. Thus, Author 1's voice figures as one of the many voices of influence that can be heard within the data presented below.

Additionally, it is necessary to account for the other actors that figured into Sarah's preservice teaching environment. Within the early childhood classroom setting, Sarah worked directly with the lead Head Start classroom teacher, Ms. Cynthia, who served as a cooperating teacher in the student teacher partnership. At the beginning of data collection, Ms. Cynthia had been working in the classroom for a little over a year. As a graduate with an associate degree in early childhood education from a local community college, Ms. Cynthia possessed the minimum educational requirements to work as a preschool teacher in Head Start. During the period of Sarah's student teaching, Ms. Cynthia took the lead in instructing areas such as the morning meeting, preparing children for breakfast, and moving children from the breakfast tables to circle time. Sarah's instruction began specifically in circle time for approximately 15 to 20 minutes, after which she carried out a lesson of approximately 30 minutes during the students' free choice time.

In the university setting, Sarah's colleagues equally influenced her teaching practices through iterative evaluation and reflection on video-recorded classroom instruction. Collaboratively, her colleagues shared their own experiences with early language instruction and offered constructive criticism and insight in an effort to develop effective skills in the early childhood FLEX setting. This interaction impacted Sarah's disposition as a language teacher which she discussed during her interviews with Author 1.

Finally, the students within the Head Start classroom, whose voices were demonstrated to impact Sarah's instruction, make up the final group of participants in this study. Although the class roster listed 18 full-time students, on a normal day roughly 14 of these students were present in the classroom. The students ranged from three to five years in age as this Head Start center provides a two-year early childhood program. The older students (those who were already five years old or would be by the end of the school year) would move on to kindergarten the following year, and the others would remain in Head Start for the second year of the program.

Data Collection and Analysis

The dataset for this study came from a corpus of video-recorded teaching sessions in which Sarah led instruction in Spanish during circle time to preschool students in Head Start. Typically occurring at the beginning of the school day, circle time was a teacher-directed activity in which all students and the classroom teacher(s) gathered in a designated area to sing songs, read stories, take attendance, and discuss academic topics such as numbers, shapes, and the daily weather. Data collection began in February of 2016 and continued on a bi-weekly basis until the end of April of the same year. In addition to the video-recorded lessons, the coaching sessions between Sarah and Author 1 were recorded and fully transcribed and constituted an additional source of data which provided insight into the ideological becoming of our focal preservice teacher. Finally, field notes as a participant observer (Spradley, 1980), Sarah's lesson plans, and the comments and suggestions that Author 1 offered on these plans, along with her weekly reflections on her classroom instruction served as additional data that helped shaped the analysis and understanding of her ideological becoming.

The importance of transparency in data reduction and analysis has been firmly established (Smagorinsky, 2008) and, as such, a word on these processes is in order. To answer

the research question proposed in this study, initial analysis began by reviewing all of the collected data and broadly examining the voice of Sarah as well as the voices of the other participants within the research setting (namely the cooperating teacher, Author 1 as a coach, and the students in the classroom). When similarities between the multiple voices became apparent in Sarah's teaching, the data were coded for further comparison. In an effort to enhance trustworthiness of interpretation, Author 1 specifically asked Sarah to comment on those occurrences during their coaching sessions, often using the method of stimulated recall (Gass & Mackey, 2000) to allow her to witness her instruction and remark on the source of such ideas. Coding consisted of both descriptive codes related to aspects of the instruction (e.g., "Cat in the Hat handout") as well as *in vivo* codes (Saldaña, 2009) related directly to the specific utterances that were heard in the video recordings (examples include: "crisscross apple sauce," "catch a bubble," etc.). In several instances, changes to aspects of Sarah's teaching style, such as lesson design, behavior management, and language teaching strategies, were noticed that did not have a clear correspondence to any of the other voices present in the classroom environment. In this case, both Author 1 and Author 2 coded these utterances as a possible indicator of Sarah's own sense-making tools, or what Bakhtin terms internally-persuasive dialogue, and made note to specifically inquire as to the origin of these changes in the follow-up coaching sessions.

Finally, to conduct a cross-episodic contingency analysis (Boyd & Markarian, 2015) of the data and being closely familiar with Sarah's instruction, Author 1 selected three specific episodes of classroom interaction which were representative of Sarah's typical circle time instruction at the beginning, middle, and end of her student teaching experience and were rich in data. Interpretations of these data were then verified through coaching sessions/interviews with Sarah as a means of respondent validation (Merriam & Tisdell, 2016). Each episode is transcribed according to the transcription conventions found in Table 1.

Table 1
Transcript Conventions

Symbol or format	Description
?	Rising end-of-line intonation
.	Falling end-of-line intonation
Underline	Stress
:	Elongated vowel
[ ]	Overlapping speech
(?)	Inaudible
(.)	Pause for one "beat" of the conversation
(..)	Pause of one second or more
(( ))	Gesture
Italics	Word or phrase in foreign language

Note. Adapted from Curwood (2014).

Findings

In what follows, we present three episodes of classroom teaching in which Sarah delivered Spanish instruction to young learners in preschool. The three episodes were chronologically linear and allowed for a cross-episodic contingency analysis (Boyd & Markarian, 2015) as they demonstrated the multivoiced growth of Sarah as a teacher over time. From these episodes, coupled with the peripheral data that supported the analysis, we began to

see (and hear) the multiple voices of influence which contributed to Sarah's ideological becoming as a preschool FLEX teacher.

Episode One: Trains, Planes, and Automobiles

Episode one depicts Sarah's first attempt at preschool FLEX instruction. Having been in this classroom for an observation only one time before this day, she was still somewhat unfamiliar with the instructional routines of the classroom. Her instruction began at circle time after she was introduced by Ms. Cynthia, the cooperating teacher.

1	Sarah:	So: since it's transportation week, I have a very fun game [for us]
2	Ms. Cynthia:	[ya:y]
3	Sarah:	We are going to play 'guess what it is' and it's either going to be a train, a plane,
4		or a car. And when my chosen friend chooses our object and guesses what it is, I
5		will teach you how to say that method of transportation in Spanish (.) so, I'm
6		looking for friends with still bodies, calm bodies that would like to come up and
7		chose something out of my mystery bag. ((April raises her hand)) April, come on
8		up.
9	Ms. Cynthia:	Alright, April.
10	Sarah:	Close your eyes and reach into my bag ((April reaches into bag and pulls out toy
11		train)) There it is, feel it, feel it. What is it?
12	April:	A train
13	Sarah:	A tra::in
14	Timothy:	It's Thomas the train
15	Sarah:	Can anybody say *tren*?
16	Ms. Cynthia:	*Tren*
17	Sarah:	*Tren*
18	Some students:	*Tren*
19	Sarah:	Jump up and down three times if you've ever been on a *tren*
20		((Students stand up to jump))
21	Ms. Cynthia:	Jump up three times. One, two, three. Wow, who all's been on a train? Alright,
22		good job friends, have a seat.
23	Sarah:	Alright, I'm looking for another friend with a nice calm body. ((Several students
24		raise their hands and begin to stand))
25	Ms. Cynthia:	Have a seat, crisscross applesauce.
26	Sarah:	Crisscross applesauce. I'm very sorry, Jennifer ((apologizes for not remembering
27		name)) Come on up, Jennifer. Close your eyes, reach into my mystery bag.
28	Ms. Cynthia:	[What do you think it is?]
29	Sarah:	[What is it?]
30	Jennifer:	A plane
31	Ms. Cynthia:	A pla:::ne. Wow.
32	Sarah:	Everybody say *avión*.
33	All students:	*Avión*
34	Sarah:	Clap twice if you've ever been on an *avión*.
35		((Students clap; some jump up))
36	Ms. Cynthia:	Good job, Ms. Cynthia's been on an *avión*. Have a seat, good job.
37	Sarah:	Alright, one more friend with a nice still body

38		((several students raise their hands))
39	Ms. Cynthia:	Crisscross applesauce, hands in your lap.
40	Sarah:	(1) Mmm, I'm sorry, what is your name my friend?
41	Dylan:	Dylan
42	Sarah:	Dylan. Please choose our last object out of our mystery bag for us. What is it?
43	Dylan:	Car
44	Sarah:	A ca::r. A *coche*.
45	Ms. Cynthia:	Say *coche*.
46	Some students:	*Coche*.
47	Sarah:	*Coche*.

(Circle Time; 02/24/2016)

Sarah's first lesson plan began with an activity to introduce children to the words *coche* (car), *tren* (train), and *avión* (plane) as the theme for the current week is transportation. After singing the *Buenos días* song to initiate Spanish time, Sarah introduced her activity by suggesting that students will pull three objects out of her mystery bag (lines 3-8) which will be either a train, a plane, or a car. In her next move (lines 10-11), Sarah called on the first student to reach into the bag and pull out an object. To indicate the appropriate mode of behavior to the students, she stated the following: "I'm looking for friends with still bodies, calm bodies that would like to come up and chose something out of my mystery bag." This utterance communicated a specific behavioral objective to the students—that they should be 'studenting' by sitting still and waiting to be called on—but was inconsistent with the customary behavioral routine in this preschool classroom. Thus, in her next attempt to communicate this behavioral objective in a similar fashion (line 23), Ms. Cynthia, the cooperating teacher, interjected by stating "have a seat, crisscross applesauce." The suggestion of sitting 'crisscross applesauce' was indicative of the customary behavior management technique that was used in this particular classroom when students should be sitting on the floor with their legs crossed and their hands in their lap. Hearing this elicitation by Ms. Cynthia, Sarah quickly took up the appeal and incorporated it in her next move (line 26). Here we see that Ms. Cynthia's voice was borrowed and recast, ultimately displaying an example of Bakhtin's (1984) third type of double-voiced discourse as it retained the same intended meaning as the original utterance. Although Sarah did not repeat the 'crisscross applesauce' appeal again in this episode, it became a durable component of her future instruction, thus demonstrating the influence of the cooperating teacher's voice on her own instruction.

It is also necessary to note the frequency of repetition of new vocabulary in Spanish that Sarah encouraged in the first example of her classroom instruction. We see in this example that Sarah made four direct requests for student repetition of the words that she introduced in the lesson (lines 15, 17, 32, and 44). In three instances, these requests for repetition were marked by the imperative 'say' (e.g., 'everybody say *avión*' or 'say *coche*'). In one instance, Sarah simply stated the word in Spanish and waited for the students to respond. In future lessons, Sarah greatly increases the frequency of repetition to provide the students with more opportunities to speak and hear the new vocabulary. Similarly, this change in teaching style will be demonstrated to come from interaction with others during her time as a student teacher and further evidence of others' voices shaping her process of becoming a preschool Spanish teacher.

Episode Two: 'Come Find *Cinco*'

In this episode, occurring two weeks after episode one, Sarah was engaging the students in a counting activity to accompany their present theme of Dr. Seuss. This lesson came shortly after reading the Dr. Seuss book *One Fish, Two Fish, Red Fish, Blue Fish* in which the students were exposed to numbers and colors in Spanish. The students were sitting in the circle time area in front of a Smartboard which she was using in her instruction. On the screen, Sarah had included the numbers one through ten in various colors, and she was calling on the students one by one to come up to the board to locate the number that she dictated to them in Spanish.

48	Sarah:	I'm looking for friends who are sitting crisscross applesauce, bodies still, voices
49		quiet, eyes looking, and ears listening (..) *muy bien*. So, who remembers how to
50		count (.) from one to five in Spanish?
51	Timothy:	Me, me, me
52	Sarah:	Give it a try please, Timothy.
53	Timothy:	One, two...
54	Ms. Cynthia:	In Spanish.
55	Sarah:	In Spanish, please. Can anybody help Timothy out? Yes, Jill.
56	Jill:	*Uno, dos, tres, cuatro, cinco*.
57	Ms. Cynthia:	<u>Wow</u>
58	Sarah:	*Uno, dos, tres, cuatro, cinco*. And who can count from five to ten?
59	Sarah:	Okay, eyes looking, ears listening. I'm looking for a friend who's sitting
60		crisscross applesauce, eyes on Ms. Sarah (.) who can come on up to the
61		Smartboard and find (.) number *uno*. *Número uno*. Who wants to find *uno* for me?
62		((Several children raise their hands)) Mohammed, go ahead (.) Where's *uno*?
63	Mohammed:	((approaches the board and points to the number one))
64	Ms. Cynthia:	Good job! Good job, Mohammed! Mohammed found the number one.
65	Sarah:	Someone who hasn't come up yet. Jennifer, come on up and find *cinco*.
66	Jennifer:	((approaches the board and looks at the numbers))
67	Ms. Cynthia:	((Showing her fingers as she counts)) *Uno, dos, tres, cuatro, cinco*. Which one is
68		it? How many fingers do I have up?
69	Jennifer:	((pauses for a moment and then points to the number five on the screen))
70	Sarah:	Who can come on up and find *seis*? ((Holds up six fingers)) Who hasn't come up
71		yet? Dylan, I don't think you've come up. Find *seis* ((holds up six fingers once
72		again to show Dylan))
73	Timothy:	Six?
74	Sarah:	*Seis*. How many am I holding up Dylan?
75	Dylan:	((points to the number nine))
76	Sarah:	Oh, upside down (2) Where's the *seis*? ((Dylan points to the number six)) Next.
77		Who can find *siete*? *Siete*. Jihee, come find *siete*. ((Jihee approaches the board and
78		points to the number seven)) *Muy bien*. And Steven, I don't think you've come up
79		for me yet. Come find *ocho*. ((Steven approaches the board and points to the
80		number 10)) Who can help Steven out? *Ocho*. Mohammed, help him out please.
81		((Mohammed touches the screen and PowerPoint closes))

(Circle Time; 03/09/2016)

From the beginning of episode two, the voice of Ms. Cynthia, the cooperating teacher, can be seen once again in Sarah's teaching. She began the lesson with a repetition of the behavior management technique 'crisscross applesauce' (line 48) which, since it first appeared in episode one, had become a routine aspect of her instruction and had been incorporated into most all of her classroom management. However, in this particular instance, she continued by including the behavioral appeal of "bodies still, voices quiet, eyes looking, and ears listening" (lines 48-49). This behavioral appeal was used within the preschool classroom to prepare students to begin an instructional routine. As such, the addition of this appeal was not novel in this preschool classroom; it was a technique that had been used extensively by Ms. Cynthia in previous instruction and served as a further example of Sarah double-voicing that which she had witnessed in the classroom environment. Furthermore, Sarah and Author 1 discussed this behavioral appeal in a coaching meeting held prior to episode two after watching a video-recorded example of Ms. Cynthia incorporating this technique into her teaching. As Sarah and Author 1 watched the video and discussed the use of this technique, Author 1 suggested the following:

> When we started with the book yesterday, Ms. Cynthia, just before you started reading, gave them that reminder again of 'okay guys, we want to have listening ears and looking eyes, and how do we want our mouths to be? Show me how your mouth should be when you're listening'... So, I was just thinking that it worked, she reinforced those things, but that's something that you could do, too, before you begin.
> (Coaching Session; 03/03/2016)

In this sense, Author 1's voice as an academic supervisor and coach can be tacitly observed in episode two as Sarah developed her behavior management repertoire by heeding the suggestion.

Episode two contained an additional example of Author 1's implicit voice being incorporated into Sarah's instruction. In her first lesson, Sarah brought only three toys and, thus, only included three students directly in the lesson. We discussed this notion in our subsequent coaching meeting and brainstormed ways to include and engage more students. In our conversation, Author 1 made the following suggestion to her:

> I was thinking, too, that since we have access to a Smartboard that you could easily put some slides on the Smartboard with a bunch of different numbers and say: "Who can touch the *cinco* (5)?" and then a kid jumps up and they point to it and they sit down... and then you say: "Who can find *cinco rojo* (red 5)?" and they have to find a red five, or something like that. They all want to jump up and do something with the screen, touch the screen. So, that's a possibility to get them involved.
> (Coaching Session; 03/03/2016)

We see in this excerpt from our coaching meeting the uptake of Author 1's voice as a coach and supervisor as Sarah planned her following lesson with this idea in mind. In addition, Sarah commented on this particular aspect of her instruction in her weekly reflective journal by stating that "I could have, however, done a much better job of bringing [the lesson] to life for them with something such as a manipulative for them to hold."

Finally, episode two demonstrated a significant additional example of double-voiced discourse. In line 67, Ms. Cynthia was observed counting on her fingers thus scaffolding the

number hunt activity to help Jennifer find the number five. Observing this interaction, Sarah incorporated the scaffolding into her next move as seen in lines 70-72. Subsequently, in line 74, she took it a step further and directly asked Dylan how many fingers she was holding up to further scaffold the activity. This interaction demonstrated that Sarah may not have been aware that scaffolding can be used to encourage children within a given situation. As the novice teacher watched in silence as Jennifer stared at the Smartboard, Ms. Cynthia took advantage of the opportunity to scaffold the counting by showing her fingers as well as asking questions to further the student's understanding. With this scaffolding, the student was able to appropriately locate the number on the board and complete the activity.

Episode Three: Good Night *Luna*

In the final episode, we see an excerpt from Sarah's classroom instruction that occurred at the end of her student teaching experience. In this lesson, Sarah read the children's story "Good Night Moon" during circle time as the weekly theme was outer space. Her lesson plan included the objective of teaching the word *luna* (moon) to the students while at the same time raising her arm above her head in a half-moon position. In this manner, the students had the opportunity to practice repeating the word and engaging in the movement as she read the story. As we see in the following transcript, Sarah spent considerable time practicing the gesture and repeating the word *luna* with the students.

82	Sarah:	*Muy bien, mis amigos*. So, yesterday we learned a word in Spanish that has to do
83		with our space theme. Who remembers our word? ((shows class a picture of a
84		star))
85	S1:	Stars ((Several children raise their hands))
86	Sarah:	We did learn star. Who remembers star in Spanish? Who's he in Spanish?
87		Timothy?
88	Timothy:	Mmm
89	Sarah:	e::, es::, *estrellita* (..) *estrellita*. Say it with me ((raises picture of star above head))
90	All together:	*Estrellita*
91	Sarah:	So we have *estrellitas* in our night sky and today in Spanish we're going to learn a
92		new word for something else that's in the night sky. What else is in the night sky
93		my friends? ((several students raise their hands)) What do we think? What else do
94		we see: (.) when we look out in the sky at night, Amanda?
95	Amanda:	Uh, the sky?
96	Sarah:	What's in the sky? What's (.) what's there, Jennifer?
97	Jennifer:	The stars.
98	Sarah:	We have the stars and what goes with the stars? In the night sky we have the stars
99		and what…
100	Student:	((calls out)) the moon
101	Sarah:	The moo:::n (1) kiss your brains. Today we are going to learn how to say moon in
102		Spanish. Are we ready?
103	Students:	Yes
104	Sarah:	Are we excited?
105	Students:	Yes
106	Sarah:	The word for moon is *luna*.
107	Ms. Cynthia:	Oh, really?

108	Sarah:	*Luna*.
109	Ms. Cynthia:	Like lunar eclipse? ((Sarah nods in agreement)) Wow.
110	Sarah:	So what I want all of my friends to do is take your arm like this ((raises arm above
111		head in a half-moon fashion)) and say *luna*.
112	((Students raise arms above head in similar fashion))	
113	All together:	*Luna*
114	Sarah:	*Luna*
115	All together:	*Luna*
116	Sarah:	*Luna*
117	All together:	*Luna*
118	Sarah:	*Muy bien* ((reaches for book on shelf)) so today we're going to look at my
119		favorite book from when I was a little girl, Good Night Moon. And when I say
120		moon in the story, I want all my friends to say *luna* ((raises arm above head to
121		demonstrate movement))
122	Ms. Cynthia:	Alright
123	Sarah:	Let's practice. Good Night Moon ((raises arm above head))
124	All together:	*Luna* ((raising arms above head))
125	Sarah:	Good Night Moon ((raises arm above head))
126	All together:	*Luna* ((raising arm above head))
127	Sarah:	Good Night Moon ((raises arm above head))
128	All together:	*Luna* ((raising arm above head))
129	Sarah:	*Muy bien* (2) ((begins to read story)) In the great green room there was a
130		telephone and a red balloon. What color is that balloon in Spanish?
131	Student:	Red ((calling out))
132	Sarah:	In Spanish?
133	Student:	*Rojo*.
134	Sarah:	*Muy bien*, Ilona (.) and a picture of a cow jumping over the moon ((raises arm
135		above head))
136	All together:	Luna ((raising arms above head))
137	Sarah:	And there were three little bears sitting on chairs (.) and two little kittens and a
138		pair of mittens. And a little toy house and a young mouse. And a comb and a
139		brush and a bowl full of mush. And a little old lady who was whispering hush (.)
140		Good night moon ((raises arm above head))
141	All together:	*Luna* ((raising arms above head))
142	Sarah:	Good night cow jumping over the moon ((raises arm above head))
143	All together:	*Luna* ((raising arms above head))
144	Sarah:	*Muy bien* (.) good night (.) bears and good night chairs. Good night kittens and
145		good night mittens (1) good night clocks and good night socks. Good night little
146		house and good night mouse. Good night nobody, good night mush. Good night
147		stars, what's stars, do we remember? Good night *estrellitas*.
148	Ms. Cynthia:	*Estrellitas*.
149	Sarah:	Good night air (.) good night noises everywhere. So, refresh my memory friends,
150		what do we have in our night sky in Spanish? We have stars ((raises picture of
151		star)) *estrellitas*. And the *luna* ((raises arm above head))
152	All together:	*Luna* ((raising arms above head))
153	Sarah:	*Muy bien*.

(Circle Time Instruction – 03/31/2016)

The final episode of classroom interaction presented here serves as a fruitful example of the multiple voices that have influenced the development of Sarah's teaching style over the first five weeks of her student teaching practicum. To begin, Sarah created a learning environment in which all children were involved, an element that was drastically different from the first episode presented above. By specifically planning a movement to accompany the teaching of the vocabulary word *luna*, Sarah included all students in the reading of the book Good Night Moon. Furthermore, she increased the repetition and practice of the word *luna* considerably with 12 elicited repetitions in episode three. These elicitations occurred verbally (e.g., lines 111 and 120) as well as non-verbally as she used the movement of raising her arm above her head in a half circle to indicate to the students that it was time to repeat the word *luna* (e.g., lines 123 and 140). The changes that can be observed from her first teaching experience in episode one to the episode three have been demonstrated to come from multiple sources. Sarah reflected upon these changes in a follow-up coaching meeting and alluded to the many voices which had been incorporated into her instruction. When asked specifically about the frequency of repetition as it had occurred in episode three, Sarah responded by stating:

> At first, I thought that repetition, even though I heard in class that repetition is necessary for these kids, I thought that repetition at some point would reach redundancy. But then I observed that Ms. Cynthia uses a lot of repetition which to a graduate student might seem redundant, but to a young learner is exactly what they need.
> (Coaching Session; 03/31/2016)

Here again we see the importance of the role of the cooperating teacher whose voice is readily observed and adopted by the student teacher to produce double-voiced classroom discourse. Yet Ms. Cynthia's voice was not the only one which led to the change in Sarah's instruction over the course of this study. When prompted to further expand upon the sources of influence that she felt had affected her teaching, Sarah offered an explanation that included her colleagues who were also involved in the student teacher practicum. She suggested:

Sarah:	Even my classmates, we share out what's going on in each of our centers, I picked up ideas from them.
Author 1:	Oh, okay. That's good, too. So, within your classroom experience, you've been able to work with your colleagues?
Sarah:	Right. What we're doing now is each week we watch videos of two different instructors. I've picked up a lot from Ping.
Author 1:	Good. What are some things that Ping has been doing that you think are pretty good?
Sarah:	I noticed that Ping uses a lot of repetition, which is why I used *luna* at least five to ten times today.
Author 1.	Good, good. And again, today, that worked. Make the kids do the movement, say the word, they knew it. So, that was a good thing.

(Coaching Session; 03/31/2016)

In this excerpt from a coaching meeting, Sarah responded directly to the increased frequency of repetition that can be seen in episode three. Both the repetition that Sarah had witnessed while observing Ms. Cynthia coupled with the frequency of repetition displayed by her classmate Ping have worked together to transform her teaching.

Discussion

The data presented in this paper uncovered some of the multiple voices that affected Sarah's ideological becoming as a preservice teacher. In this way, as she began to find her own voice as a preschool FLEX teacher, Sarah began to incorporate and reflect the multiple voices that were heard within her context. Demonstrated above, these voices included Author 1 as a supervisor, her cooperating teacher, and those of her colleagues within the teacher preparation program. These findings support those of Rogers, Marshall, and Tyson (2006) who similarly found that "the process of assimilation of other discourses was revealed through a complex process of positioning and double voicing to make the discourses of others fit with internally persuasive narratives" (p. 218). As we progress through the three episodes of classroom interaction presented within this paper, such double voicing becomes evident in much of Sarah's classroom instruction as well as in the planning stages of her teaching. Not only did she say and do what she had seen others do effectively, but she incorporated the suggestions of others including lesson ideas and classroom management techniques into her lesson plans. This finding does not stand alone; the meaningful relationship of coaches and supervisors has been noted previously in the literature (Shantz & Ward, 2000; Talvitie, Peltokallio, & Männistö, 2000).

Although many preservice teachers spend considerable time conducting classroom observation in situ, incorporating examples of classroom instruction and opportunities for peer discussion and analysis directly into the student teaching seminar may provide a collaborative space in which preservice teachers can openly discuss their practice.

In addition, a reflection on practice through weekly coaching sessions, reflective journals, and interaction with colleagues allowed Sarah to better understand the multiple voices of influence that originated change in her teaching practice. The influence of 'collegial exchange' on the development of novice teacher practice has been similarly noted in the literature (Kang & Chen, 2014). In one of her final coaching sessions with Author 1, Sarah openly discussed the role of watching and critiquing her colleagues as they engaged in classroom teaching. In this sense, the direct observation of alternative models of classroom instruction (whether face-to-face or video recorded) offered Sarah an opportunity to reflect upon the practice of others as well as her own (Johnson, 1994). This provided her with ideas not only for content and instructional approaches but also with actual expressions and classroom voices to 'try on' with similar student audiences. Although many preservice teachers spend considerable time conducting classroom observation *in situ*, incorporating examples of classroom instruction and opportunities for peer discussion and analysis directly into the student teaching seminar may provide a collaborative space in which preservice teachers can openly discuss their practice.

Conclusion

Evidenced in this study is the role of the multiple voices of influence in the ideological becoming of a preservice FLEX teacher. A better understanding of such influences allows us to view the student teaching experience not as a moment of simply putting theory into practice, but as a period of significant development on behalf of the preservice teacher. Of course, this finding is not new; however, the novelty of the Bakhtinian perspective presented in this paper is of particular significance for teacher educators given that many world language teacher preparation programs focus predominantly on pedagogical as well as content knowledge at the adolescent level. The potential drawbacks of this focus include leaving program graduates underprepared for service in both FLES and FLEX environments. The growing number of early start world language programs in New York State (NYSAFLT, 2011) highlights the need for language teachers seeking certification extension to be prepared to develop and carry out instruction with young learners. As demonstrated in the first episode presented above, Sarah's entrée into the FLEX environment was greatly hindered by a lack of a preschool teacher voice. Struggling to manage a classroom of young learners, the limited exposure to Spanish within her lesson is quickly gleaned in this interaction. Although she quickly assimilated the multiple voices that surrounded her into her own teacher voice, more in-depth discussions of preschool classroom management and interaction before she began student teaching may have facilitated this process.

These results suggest the need for a stronger focus on developmentally appropriate practices in the early childhood/childhood classroom setting, particularly as they relate to behavior management as well as cultivating student interaction. Providing models of effective instruction and fostering insightful discussion may allow preservice FLES and FLEX teachers to further develop their knowledge, skills, and voices as educators of young children and, subsequently, to incorporate higher quality language instruction into their practice. In the FLES and FLEX setting, the goal for teacher educators should be to facilitate the uptake of these voices, particularly for students who are less familiar with instruction at this level. Prior to beginning the student teaching experience, this may be achieved through a focus on exemplary models of early childhood teacher voices coupled with reflection centered around these experiences.

Finally, the role of the cooperating teacher as model is highlighted in the findings as well. Cooperating teachers function in the environment as models of performance for student teachers and, as such, promote the incorporation of effective classroom instruction (Copeland, 1979). In addition, the influence of the supervisory role has been noted and, as such, great care must be taken to prepare constructive, theoretically-based, and practically-relevant feedback to students as they readily look to supervisors for such input. In this way, preservice FLES and FLEX world language teachers in the early childhood setting may be encouraged to progressively adopt and assimilate the multiple voices that can be heard during the student teaching practicum.

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