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Abstract

The purpose of this mixed-methods study is to determine the effect of a service-learning experience (SLE), tutoring English learners (ELs), on the multicultural attitudes of 22 undergraduate education majors in a multicultural education course. The frameworks of Banks' multicultural curriculum reform and Mezirow's transformative learning theory guided the study. The results of the paired samples *t*-test did not indicate any significant differences between the means of the pretest and the post-tests as measured by the Munroe Multicultural Attitude Scale Questionnaire (MASQUE). From the content analysis of the students' reflective narratives, two themes emerged: (1) patience / empathy; and (2) relationship building. Findings highlighted how the SLE intervention provided education majors with a meaningful, one-on-one, intercultural learning experience.

Keywords: Attitudes, multicultural education, reflection, service learning, teacher education

Introduction

The changing demographics of U.S. public schools places teacher education programs (TEPs) in a critical position to develop a new generation of equity-seeking educators who are culturally responsive and prepared to support our nation's growing culturally and linguistically diverse student population in unprecedented, challenging times. In the 2016-17 school year, 5 million English learners (ELs), 10.1 percent of all students nationwide, were enrolled in K-12 public schools (NCES, 2021). While in 2000, immigrant origin children made up 20% of all U.S. children, this number is expected to increase to 33% by 2050 (Suárez-Orozco et. al., 2015). This increased diversity in U.S. schools justifies the need for teachers who are prepared to work with ELs (de Jong et. al., 2013) and respond to diverse student populations (Povenmire-Kirk et al., 2015). In addition to these facts, our society is experiencing a reawakening of the complex work needed to challenge bigotry, hate and deficit thinking. Some examples include the effects of our 45th president's ideology (Lopez, 2017), the emergence of the Black Lives Matter Movement responding to police behavior (Hoffman, et al., 2016), the increase in hate crimes on Asian Americans and Pacific Islanders during COVID-19 (STOP AAPI HATE, 2021), terrorist attacks in France, Belgium, and Germany, and the growth in xenophobia and Islamophobia throughout Europe (Zunes, 2017).

One way to prepare future educators for culturally responsive teaching is by infusing the principles of culturally responsive pedagogy (Gay, 2015) and culturally relevant pedagogy (Ladson-Billings (1995, 2014) into teacher education programs (TEPs). Culturally responsive teaching is viewed as a model for reducing opportunity gaps and represents a body of literature for building upon, appreciating, and sustaining students' cultural differences into one's teaching practice. Multicultural education practitioners and researchers agree that all students, regardless of the groups to which they belong, such as gender, ethnicity, race, culture, language, social class, religion, sexual orientation, or exceptionality, should experience educational equity in the

schools (Banks & Banks, 2019). To create equitable learning environments for all learners, teachers need to enhance their knowledge, dispositions, intercultural competence, and inquiry skills of diverse cultural groups (Bennett, 1995). If new teachers have negative attitudes and anxiety about working with ELs, they may be resistant or hesitant to implement the ideals of culturally responsive teaching and multicultural approaches. Educators must possess positive attitudes about working with a diverse student population and should be well-equipped to advocate for safe and hospitable communities in a world that is free from discrimination and violence and thus facilitate equity. According to Mergler et al. (2017), preservice teachers can be more willing to embrace inclusive teaching practices after service learning.

Literature Review

This study explores whether education major students' attitudes towards ELs can be influenced by an intercultural Service-Learning Experience (SLE) involving ELs. Our job as social justice teachers educators is to understand the attitudes of our students, so that we can adapt the content of our courses, since no matter what career path future educators choose, they will be working with a population that is different from themselves. There is a need to challenge the social, cultural, and economic injustices caused by differential distribution of power, resources, and privilege.

Research Questions:

The following research questions guided the development of this study:

Research Question 1: What was the effect of a one semester course implementing a service-learning experience, tutoring an EL, on the multicultural attitudes (know, care, and act) of education majors?

Research Question 2: What were the reflective attitudes of educator majors towards working with EL students, after participating in a service-learning experience?

Theoretical Frameworks: Banks's Approaches to Multicultural Education and Transformative Learning Theory

In discussing the approaches to multicultural education, Banks & McGee Banks (2003) state:

> The contributions approach focuses on heroes, holidays, and discrete cultural elements. The additive approach deals with content, concepts, themes, and perspectives that are added to the curriculum without changing the structure of the curriculum. The transformation approach is concerned with the structure of the curriculum that is changed to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups. The social action approach is about decision making of students on important social issues and taking actions to help solve them. (p. 229)

The purpose of multicultural education, according to Banks, is to equip students with the knowledge, attitudes, and skills necessary to function within their own microcultures, the U.S. macroculture, other microcultures, and the global community. Mezirow's transformative learning theory (1991) is used as the framework to explore and to understand education majors' reflective attitudes towards working with culturally and linguistically diverse (CLD) students in a SLE. According to Mezirow (1991), learners have two types of meaning structures: schemes and perspectives. Schemes are the smaller elements made up of specific knowledge, beliefs, value judgments and feelings that constitute interpretations of experiences. These schemes influence a person's behavior such as how an individual acts around a disabled person. These schemes

change frequently as learners encounter new experiences (Taylor, 1998). Meaning perspectives are larger and constitute a learner's personal worldview. Perspectives are formed from schemes and "provide criteria for judging or evaluating right and wrong, good and bad, beautiful and ugly, true and false, appropriate and inappropriate" (Mezirow, 1991, p. 44). These structures act as culturally defined frames or reference and through which learners comprehend their experiences (Mezirow, 1997). Therefore, changing learners' meaning structures will change reactions and behaviors, which is at the heart of Mezirow's transformative learning theory.

The Process of Transformative Learning

Mezirow's research (1978) identified ten phases of perspective transformation:
1. Experiencing a disorienting dilemma,
2. Undergoing self-examination,
3. Conducting a critical assessment of internalized assumptions and feeling a sense of alienation from traditional social expectations,
4. Relating discontent to the similar experiences of others—recognizing that the problem is shared,
5. Exploring options for new ways of acting,
6. Building competence and self-confidence in new roles,
7. Planning a course of action,
8. Acquiring the knowledge and skills for implementing a new course of action,
9. Trying out new roles and assessing them, and
10. Reintegrating into society with the other perspective (Cranton, 2006).

These phases can be categorized into four main stages (1) experiencing a disorienting dilemma, (2) engaging in critical reflection, (3) participating in rational discourse, and (4) achieving greater autonomy which together form the transformative learning process.

For the purpose of contextualizing the study, the key topics of multicultural attitudes, service learning, and Transformative Learning Theory were considered vital to the literature review. A brief review of multicultural attitudes and the foundations of service learning are discussed.

Multicultural Attitudes of Education Students

The need for highly qualified educators with knowledge, attitudes and dispositions to work effectively with diverse students and families is documented in teacher preparation literature (Ayers, et al., 2009). Scholars in the field of multicultural education (Sleeter & Grant, 1987; Nieto, 2000; Banks, 2004) argue that to be transformative, multicultural pedagogy must first affect teachers' dispositions, an abstract construct, but generally referred to as trends or frequencies in observable behaviors (Katz & Raths, 1985; Nelsen, 2015). Teacher dispositions are impacted not only by the teacher's pedagogical knowledge but also a knowledge of students and the sociocultural context (Howard and Milner, 2014). In summary, there are three key components which are necessary to work with ELs: (1) the development of positive dispositions, (2) a knowledge base particular to the needs of ELs, and (3) the skills to effectively implement that knowledge (De Oliveira & Burke, 2015; Lucas & Villegas, 2013). According to Valenzuela (1999), authentic caring is at the core of essential dispositions for teachers of ELs. Caring teachers desire to see all students succeed, and they possess a strong sense of responsibility to ensure that success happens.

It is noted that TEPs face challenges as they prepare primarily "White, female, heterosexual, middle-class background" students to work with diverse children and families, due to the fact that many candidates have little experience with diverse populations (Sleeter & Owuor, 2011, p. 534), and intentionally embedding field experiences throughout the TEP is recommended (Ladson-Billings, 2011). According to Kumaravadivelu (2012), when courses encourage reflective-intensive work, often through direct contact with diverse populations as well as time for reflection, changes can be observed. Souto-Manning (2013) argues that for change in attitudes to occur, PSTs need to examine their own cultural experiences, beliefs and values and acknowledge the way that their attitudes shape their teaching. Beliefs are based on personal experiences and vary considerably from person to person. Beliefs, in combination with knowledge, lead to the development of attitudes, which are learned predispositions toward a topic or activity (Fishbein & Ajzen, 1975). Beliefs and attitudes guide preservice teachers' actions. For example, if a teacher knows and believes that pronouncing a child's name correctly is important to the child's language, culture and identity, then the teacher will take the time and energy to learn how to correctly say each student's name.

Service Learning: Why is it Important?

Various scholars argue that service learning serves as an effective interdisciplinary program for higher education. The foundations of service learning are rooted in Dewey's (1938) learning theories and supported by the work of Freire (1970) who proposes education as an act of freedom. Dewey (1916) believed that experiential education provided learners with the opportunity to discover relationships among ideas and themselves, rather than simply receiving information from authorities. Providing students with opportunities to learn through experience and taking action, as opposed to traditional methods of learning through lectures, note taking, and reading is one approach supported by TESOL professionals.

Additionally, Tinkler and Tinkler (2013) state that SLEs provide the "possibility to target experiences with particular populations of students, specifically English language learners" (p.108). The main issue is that teachers entering the workforce often lack cultural awareness for ethnic, racial, and social groups different from their own. "Culturally responsive teaching is a means for improving achievement by teaching diverse students *through* their own cultural filters" (Gay, 2015, p. 50). Service learning is a valuable way for education majors to practice teaching all the culturally and linguistically diverse (CLD) groups of students in a class. Cress et al. (2005) stated that service learning is an effective pathway for enriching multicultural experiences. SLEs with ELs "provides opportunities for teacher candidates to engage in positive interactions that help to address misconceptions about students, families, and communities" (Rodriguez-Arroyo & Vaughns, 2015, p. 18).

Service learning is recognized as an effective strategy to help students learn through active participation in service experiences, to provide opportunities to use skills and knowledge in real-life situations, to allow time for reflection, to learn beyond the classroom and into the community, and to foster a sense of caring for others (Szente, 2008). A few studies examined the positive effect of SLEs with ELs and teaching candidates (Crosby, 2018; López & Assaf, 2014; Uzum, et al., 2014), but no studies were found related to SLEs and educator majors' attitudes towards working with all the CLD groups of students through a multicultural course. This study aims to expand the current research, specifically in ways to use SLEs with education majors who will work with all the CLD groups of students.

Methods

Setting and Participants

The research study took place at a large mid-South university and the work was supported by an internal grant from the Teaching and Faculty Support Center. Participants included 24 undergraduate students enrolled in a required, one semester, multicultural course for two programs, Childhood Education and Educational Studies. Of the 24 participants, 22 completed the pre- and post-surveys and reflective journals. Twenty were between the ages of 20 to 25, and 2 were non-traditional students, ages 29 and 35. In the racial categories, there were 16 White, 3 Hispanic, 1 American Indian, 1 Asian, and 1 multiracial. The majority of the participants were female (95.8%) and native English speakers (91.7%). The majority of these students had not experienced themselves outside of their own cultural/linguistic comfort zones. These classroom demographics are similarly represented in the U.S. K-12 classrooms where most teachers are overwhelmingly female, monolingual English speaking and White (Gollnick & Chinn, 2013). Purposeful sampling was used in the study (Patton, 2015).

The Service-Learning Experience

The need for the study arose when the first researcher realized that many of the undergraduate students in her teacher preparation courses had little to no experience working directly with ELs. The instructor decided to implement an authentic learning experience and collaborated with the university's Center for Community Engagement and Service-Learning Departments requesting to partner with a local elementary school with a high population of ELs. An e-portfolio was used to collect the data. In the fall of 2017, each university student received a photo, a short profile, and information about the assigned tutee's home language and English proficiency level. The tutees were primarily intermediate level ELs in grades kindergarten to fifth grade. In the university course, the students learned about the 4-Step Model of becoming a multicultural educator (Howe & Lisi, 2016). In the tutoring sessions, the education majors applied the 4-Step model, developed awareness and knowledge of others as cultural beings, utilized instructional skills and designed ways to integrate technology.

Each education major had an assigned elementary school teacher who provided general tutoring directions or materials, and the school's ESL facilitator coordinated mutually convenient weekly tutoring sessions, approximately 30 minutes per session. The goal of the SLE was to deliver an engagement model incorporating culturally relevant pedagogy and technology serving both educator majors and elementary ELs. The ELs would gain by being mentored by university students, and the educator majors would improve their practice and become positive role models for the children who would increase in English language development.

Reflective practices within TEPs have been studied extensively (Dewey, 1933; Schön (1983) and were intentionally integrated into the study. After each tutoring session, the university students completed short audio-reflections, no longer than three minutes, to document the tutoring session topics, what went well, what didn't, and plans for the next session. The inclusion of the voice-recordings was incorporated into the SLE to increase reflection, a critical component of service learning, and also to increase the use of hand-held technology. According to Bergman (2015), teacher educators should encourage frequent hands-on experiences with recording lessons, using both video and audio recording devices to promote reflection, a lifelong practice that will increase teacher effectiveness and increase student learning.

Data Collection Procedures

This mixed methods study examined the attitudes of education majors toward multicultural issues such as race, class, gender, language, religion, ability, and sexual orientation before and after the intervention of their service-learning experience tutoring ELs at a local school. Data were collected in the form of a pre- and post-survey and students' reflective essays.

Quantitative Tools

A pretest-intervention-posttest research design was employed in the study. The decision to use The Munroe Multicultural Attitude Scale Questionnaire (MASQUE; Munroe & Pearson, 2006) to assess the attitudes toward multicultural changes was propelled by the recommendation of Sarraj, Carter, and Burley (2015). The MASQUE is an 18-item questionnaire as an instrument. The MASQUE survey comprises three subsections, knowledge, care, and act. Know has 7 items; Care has 6 statements, and Act has 5 items. Munroe and Pearson (2006) report:

> Reliability for the Know subscale scores was .70, for the Care subscale was .70, and for the Act subscale was .58... Results of this study indicate that the internal consistency reliability of the total scale scores was adequate for general research purposes, yet only two of the three subscale score reliabilities were acceptable. It is recommended that the subscales be used collectively because of the low reliability of the Act subscale and the substantial interfactor correlations. (p. 826)

Validity was established with experts and multivariate analysis. For the survey statements, see Appendix A. Participants responded to the statements using a modified Likert-type scale that ranged from 1: Strongly Disagree to 6: Strongly Agree.

MASQUE was administered at the beginning of the course to know the baseline multicultural attitudes of the students. The students' SLE tutoring of the EL students served as the intervention. At the end of the course, after the SLE intervention, the MASQUE survey was again administered.

Data were analyzed with SPSS and descriptive and inferential statistics were computed. The Means and Standard Deviations are reported for the descriptive statistics. A paired sample t test was computed to examine if the dispositional changes in the preservice teachers as a result of the intervention of the SLE tutoring of ELs were statistically significant.

Qualitative Procedures

For the qualitative data collection, the SLE section of the university students' final reflection papers served as a primary source of data. The SLE section averaged two to three paragraphs, double spaced, and documented the university students' reflections. The student learning outcomes, which were viewed as a pilot innovative project, measured the impact of a multicultural course SLE on student learning. The data collected would serve as evidence to measure the students' perceptions of the SLE.

Content analysis was the methodology employed in analyzing the students' reflective essays. At the end of the course, the essays were read holistically multiple times by the first researcher and two graduate students who were studying advanced qualitative methods. The final coding activity consisted of content analysis and counting the frequency of particular words, phrases, or concepts (Miles & Huberman, 1994). Recurring emerging themes were highlighted and coded manually, using a constant comparative, open-coded method (Strauss & Corbin, 1997). To ensure anonymity, each student received a code number.

Results

In this section, the findings are reported for each of the research questions: (1) What was the effect of a one semester course implementing a service-learning experience, tutoring an EL, on the multicultural attitudes (know, care, and act) of education majors?

Quantitative Findings

Table 1

Results of the Means and Standard Deviations for Pre- and Post-Test MASQUE

	Know		Care		Act	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
M	36.27	37.45	28.68	29.09	14.68	12.77
SD	3.02	3.35	4.38	3.78	4.64	3.85

Note. N = 22

The results indicate that the means in the categories of Know and Care have slightly increased on the post-test. But the means in the Act category on the post-test has decreased.

Table 2

Results of the Paired Samples t-test

Categories	M	SD	t	p	Cohen's d
Know (Pre Test)	36.27	3.03	-1.55	0.14	0.33
Know (Post Test)	37.45	3.35			
Care (Pre Test)	28.68	4.38	-0.34	0.74	0.07
Care (Post Test)	29.09	3.78			
Act (Pre Test)	14.68	4.64	1.57	0.130	0.33
Act (Post Test)	12.77	3.85			

Note. N = 22

Though Table 1 indicated that the means of the Know and Care categories had increased on the post-test, the paired samples t-test in Table 2 indicated that there were no statistically significant differences in the means of the multicultural attitude scores of education majors between the pre- and post-tests, as a result of the service-learning experience, as measured by the MASQUE (t=0.985, p>.05).

Using the guidelines of Cohen for effect sizes: .1 as small, .3 as medium, and .5 as large (Ary, Jacobs, & Razavieh, 2002), the findings indicate that the effect size for Know and Act are at medium levels and the effect size is small for Care.

Qualitative Findings

A section of the students' end of semester reflection essays served as the data to analyze Research Question 2: What were the reflective attitudes of educator majors towards working with EL students, after participating in a service-learning experience? The specific essay questions were: How has the Service-Learning ESL Tutoring Experience impacted you as a future teacher? What did you learn? What were your successes and challenges?

According to Lincoln and Guba (1985), one way to establish credibility of coding is to ask other researchers to code the same transcript and then discuss similarities and differences. Therefore, in order to strengthen inter-rater reliability, two outside researchers analyzed the narrative data separately and then reconvened to discuss the findings. The researchers read the text line by line and used open coding to write notes about what the students had expressed about the SLE. As the essays were coded, two dominant themes emerged. In this section, the two themes are highlighted using textual data as supporting evidence. Each theme is connected to the theoretical framework from Banks' Model and transformative learning theory.

Theme 1. Patience and Empathy

Patience / Empathy emerged as the primary theme and can be defined as many attributes such as "sensitivity, patience, tolerance, acceptance, understanding, flexibility, openness and humility" (McAllister & Irvine, 2012, p. 439). According to Fregeau and Leier (2012), it is very important for teacher education programs to develop and nurture empathic dispositions to establish connections with culturally diverse students. Students benefit socially and academically from teachers that have nurturing and caring dispositions. Therefore, the primary thematic finding supports the research on developing empathetic preservice teachers. The service-learning experience provided a meaningful way for teachers to develop patience and empathy, as they worked one-on-one with an English learner. Selected quotes from the students' reflective essays are listed below. Bold font is used to indicate "added emphasis."

Become patient and to never give up on a student. (#7)

I learned that **teachers need to be patient** with their students because they may need extra time to express themselves. (#8)

First, I learned that when working with an ELL that **one must be patient and give students' time to answer and process new information.** Allow adequate time for them to express understanding. (#13)

I needed to be **patient.** (#16)

Be patient and give students time to answer and process new information. (#19)

Improvement does not take years, it takes **engagement and patience.** (#21)

The patience and empathy theme is connected to the second component of Banks' Model related to "Care." These findings support Rychly and Graves (2012) who defined empathy as "the teacher's ability to understand the classroom from her students' perspectives" (p.45). The authors indicated that teachers who know the students are better able to respond to students' needs. Therefore, the education majors had the opportunity to not only develop the critical skills of patience and empathy, but they also became better able to meet students' needs during the tutoring experience. Regarding multicultural development, this finding supports the work of Einfeld & Collins (2008), who state that students exhibit empathy, patience, reciprocity, and respect to their service recipients.

This theme connects to Mezirow's Transforming Learning to the extent that when the education majors experienced a disorienting dilemma in their lesson plan delivery or an

instructional practice, they had to slow down, become patient, and rethink the needs of their tutees. The education majors related their discontent to the similar experiences of others—their tutees, thereby recognizing that the problem was shared. Ultimately, the educator majors explored options for new ways of behaving and acting in a patient and empathetic manner, so that their English learner tutees could engage, process new information, and express themselves. This theme supports the findings of Wilson (2011) indicating that service-learning is associated with positive outcomes such as greater sensitivity and empathy.

Theme 2. Relationship Building
        The majority of the students expressed learning the importance of building relationships with their tutees. The integration of "get to know you" activities and asking questions to find out about the personal interests and hobbies of tutees, was expressed in most of the reflective essays. By creating relationships with the EL tutees, educator majors became more confident, developed empathy and understanding, and practiced initial teaching strategies introduced in other university courses. Teacher candidates who understand the cultural and socio-economic backgrounds of their ELs are better equipped to provide meaningful language learning experiences, both individually and in group settings. Additionally, through the one-on-one approach, the tutors realized that they were able to establish positive and productive relationships by sharing their own personal lives and experiences. Selected lines from the reflective essays are listed below.

> Learning **how to create such a great relationship with one student** and still being able to teach her has set a huge foundation for how I want to interact and build relationships with my future students. (#3)
> Even though I struggled with initially getting to know my tutee, **we were able to develop an amazing relationship** at the end of our sessions. (#4)
> ...to **build rapport with my student** (#7)
> Lastly, I will not ignore my ELL students. I will talk to them about non-academic things such as their interests, their dreams and goals. I will **build a relationship** with all of my students. (#13)
> I also learned **the importance of building a relationship with the student.** I think the most important thing I did was build a relationship with my student and recognize all her successes. (#22)

The theme of relationship-building is connected to the three areas of Banks' Model of Knowledge, Caring, and Acting. The education majors used their knowledge and skills to design ways to create meaningful working relationships with students. Some of the tutors started their tutoring sessions with small talk, while others asked tutees' about their families, their cultural backgrounds, or personal hobbies and interests. The university students knew the importance of getting to know the tutees' (knowledge) and adjusted teaching strategies and techniques to fit the child's preferred style of learning (care and act). According to Innes et al. (2016), students need to develop genuine relationships to be able to engage in meaningful dialogue. An interesting note is that even though relationship-building was mentioned in the majority of the reflective essays, only a few of the students wrote about the importance of connecting students' personal backgrounds and cultural experiences directly into lesson planning.
        In terms of transformative learning theory, the education majors recognized the importance of developing relationships with their tutees, which helped them develop self-confidence in their new roles. At times, the education majors experienced disorienting dilemmas,

reflected on what they had learned from the relationships-building experiences, and as a result became more autonomous in their teaching duties.

Table 3 represents the two primary themes and associated characteristics expressed by the pre-service teachers in their final reflection essays.

Table 3
Themes and Characteristics

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Theme	Characteristics
Patience/Empathy	Taking time to actively listen to students
	Understanding students' personal situations
	Demonstrating care and concern
	Allowing adequate time for students to process information and express themselves
Building Relationships	Getting to know students
	Asking informal questions
	Developing small talk
	Setting up students for success

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Discussion

We first discuss the findings of the quantitative study. The marginally increased means on the post-test in the Know and Care categories, but without any statistically significant results of the quantitative study, can be attributed to N=22, less than the small sample of 30. In contrast to our study, Saeedi, Fatalaki, and Nazari (2017), in their pre-post study with intervention, divided their 43 EFL adult learners into two groups. One group was taught modules on culture using multimedia resources and the other group via explicit instruction. Results showed that the learners in the first group significantly outperformed in multicultural knowledge and care categories of the MASQUE. However, Dabri (2011), who examined the effects of targeted instructional craftsmanship training on the attitude of 132 elementary and middle school teachers of English language learners in experimental and control groups, did not find any significant difference between groups in improved levels of multicultural attitude, as measured by MASQUE. Dabri's findings are similar to ours.

With respect to a decrease in the Act scores on the post test, we postulate that the students had the same attitudes about themselves about how they act as the statements on the survey, from the beginning to the end of the course. In the post-survey, the students did not respond differently. The knowledge and first-hand experience gained during the SLE, might have made them become more aware about their inaction.

For the qualitative findings, the education majors who discussed incorporating the tutees' cultures and backgrounds into the lesson planning sessions were English language learners and had personal second language learning experiences. In this section, the authors have used italics to add emphasis. One of these students wrote that *"learning tasks should be connected with the student's culture and real life experience" (Essay #15).* Another preservice teacher stated, *"I*

also learned that one needs to consider the student's background when planning activities because sometimes the students may not know about a topic like other students." (Essay #8). These findings support the need to further address lesson planning skills and direct, explicit ways to validate and incorporate children's cultures and backgrounds into lesson planning and instruction. Therefore, the findings indicate that basic knowledge and skills were learned, but critical pedagogy was not fully enacted. The preservice teachers did not critique the structures of power and oppression, questioning the status quo. Over the course of the semester, the majority of the undergraduate students expressed developing positive personal relationships with young ELs. Additionally, one of the strongest findings is that the education majors developed a greater sense of empathy and care. Therefore, the SLE can be viewed as a viable intervention for TEPs to adopt, with the explicit goal of improving teacher candidate's development of their dispositions, that will strengthen the likelihood of growing and developing into effective culturally responsive teachers.

In their reflective essays, educator majors described how they learned patience and empathy, modified their lesson plans and practiced various strategies and techniques to help their learners. Many students wrote about utilizing more visuals or kinesthetic approaches to engage their tutees. An interesting note is that a few students expressed gaining a better sense of second language acquisition and the stages of second language development, while other students, primarily students who were ELs, addressed the benefits of incorporating the child's cultural background into instruction. These outlier findings indicate that the SLE impacted the education majors at various levels of learning, because they were able to apply their knowledge and skills in an authentic way. The majority of the preservice teachers considered assessing their learners in different ways. A change to students' perceptions of themselves, of others, and of systematic practices, not only takes time, but also involves a commitment to social justice. Service-learning experiences are opportunities for students to work with and relate to diverse community groups. As a pedagogical approach, service learning helps students develop interculturally (Deardorff, 2012) through the placement in authentic situations with people who are different from themselves.

The themes of the student essays are in the realm of attitudes, and they correspond to the 'Care' aspect of the MASQUE. The Care pretest mean was relatively lower than those on the posttest mean. In the theme Patience and Empathy, students expressed that while interacting with the ELs, they had to "learn" to be patient with them [the ELs]. Thus, the students honed caring and attitudinal changes during and immediately after the intervention of tutoring ELs. In the theme Relationship Building, some participants indicated that initially they did not know how to build rapport with their students. The lower pretest scores in the 'Care' component corroborate with the responses of these participants, who stated that over a period of time, they were able to successfully build relationships with their tutees. The increased post-test scores on Care support these responses.

Limitations

The research findings also have some limitations. While the pre- and post-surveys and final reflection essays were analyzed, there was no analysis of the weekly audio-reflections. The main limitation of the study was a small sample size, and the study took place during a short period of time, one semester. Also, the participants were not equally distributed across disciplines. For example, while a little over half of the participants were Childhood Education majors seeking K-5 teacher licensures and an add-on ESL Endorsement, the remaining students

were general education majors not pursuing teaching licenses. Participants also possessed varying levels of experience teaching and working with students due to prior courses, employment, and individual differences. In the SLE, some participants received specific tutoring assignments with materials by the assigned cooperating teachers, while others were allowed to develop their own weekly tutoring lessons. These types of limitation issues are common in the social sciences. The data collected were required course assignments, therefore, it is possible that participants responded in ways believed to be favorable by the instructor. Another consideration is the limited scope of the SLE project. Because the educator majors were in a multicultural education course, the focus was not on teaching methodologies, and therefore, the course topics did not structure how to teach literacy skills, vocabulary, or reading comprehension to ELs, which were topics that students brought up in class discussions. Despite limitations, the study provided evidence of participants engaging in all phases of Mezirow's transformative learning theory. The SLE placed students in a situation to (1) experience a disorienting dilemma, (2) engage in critical reflection, (3) participate in rational discourse, and (4) achieve greater autonomy which together formed the transformative learning process.

Recommendations

There are several implications for future research and practice. Further studies should include a larger sample size and extend over a broader period of time, such as the beginning and ending cycles of the teacher preparation program. Similar studies could also be conducted at various stages throughout the course of an educator's career to find out if the intervention of one-on-one tutoring interactions with CLD students could help build the capacity of our veteran teachers to become transformative multicultural educators. A broader service-learning study could incorporate the important areas of teaching ELs such as cultural integration, second language acquisition, assessment, and methodology.

Future research designs could incorporate analysis of students' weekly reflections on SLEs, utilizing ongoing classroom discussions, focus groups, and interviews. The SLE experience of intervention may be used in second language (SL) methods, SL acquisition, or SL assessment courses to further enhance TEPs. Finally, data could be collected before, during the students' teaching internship, and in the first years teaching to explore how teachers' attitudes and dispositions develop and grow over time.

Conclusion

This mixed methods study was designed to explore education majors' multicultural attitudes. One noticeable outcome of this study is that through ongoing engagement in the SLE, the education majors were becoming more culturally competent and confident in their practice, demonstrating a sense of preparedness, a strong predictor of teacher efficacy (Darling-Hammond et. al, 2002). According to Gay (2015) teachers' instructional behaviors are strongly influenced by their attitudes and beliefs about various dimensions of student diversity. Therefore, teachers must possess the ability to continually inquire into their practice, reflect, and learn; to determine and persist in supporting student success; to develop good rapport with students, and build strong relationships by valuing, respecting, and caring for students. Studies indicate that interventions in teacher education programs bring about desirable dispositions in teacher candidates for teaching in diverse P-12 classes. Sleeter and Owuor (2011) list the interventions as, "Courses that demonstrated positive results used multiple strategies such as engaging preservice teachers [educator majors] in writing autobiographies, reflective journals, and post experience essays, and

preparing individualized action plans for implementing multicultural education throughout the program" (p. 527). Throughout this study, the students submitted short audio-reflections after each tutoring session, which allowed reflection on each learning experience.

Overall, the SLE was an effective intervention, and our study suggests several implications for TEPs. First, the direct, authentic experience working with ELs had a positive effect on the educator majors' sense of self-efficacy as they developed confidence working with their tutees. Increasing the one-on-one teacher to EL student ratio interactions can provide a meaningful venue for educator majors to apply course learnings in a safe space, jumpstarting thought processes about diversity in a way that cannot be replicated through course readings, lectures, and discussions. Second, our findings suggest that typical White/European heritage education majors were able to recognize the importance of building-relationships with their tutees. These findings suggest that capitalizing on relationship-building experiences with CLD students can provide a strong entry for educator majors to dig deeper into examining the perspectives and lived experiences of students, creating a bridge to incorporating students' cultural backgrounds into lesson planning and classroom discussions. Our study confirms Darling-Hammond's (2017) powerful statement that personalization and relationship-building are the most critical ways to create a more equitable and just system and society. Third, reflective practices are paramount, and students need to continually reflect on their learning experiences. However, more than one course and SLE are needed for sustained positive changes in multicultural attitudes of education majors. The goal, therefore, is for teacher educators to consider SLEs as a viable, worthwhile, and on-going intervention not only connecting course knowledge with application, but also for developing intercultural competencies for the next generation of future teachers. It is the responsibility of teacher educators to serve as society's leaders in the equitable education of our nation's children.

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Appendix A

Munroe Multicultural Attitude Scale Questionnaire (MASQUE)

Know
1) I realize that racism exists.
2) I know that social barriers exist.
3) I understand religious beliefs differ.
4) I understand sexual preferences may differ.
5) I understand that gender-based inequities exist.
6) I accept the fact that languages other than English are spoken.
7) I do not understand why people of other cultures act differently.

Care
1) I am sensitive to respecting religious differences.
2) I am sensitive to differing expressions of ethnicity.
3) I am emotionally concerned about racial inequality.
4) I am sensitive toward people of every financial status.
5) I am not sensitive to language uses other than English.
6) A person's social status does not affect how I care about people.

Act
1) I do not act to stop racism.
2) I actively challenge gender inequities.
3) I do not actively respond to contest religious prejudice.
4) I respectfully help others to offset language barriers that prevent communication.
5) I do not take action when witnessing bias based on people's preferred sexual orientation.