

4-26-2020

Agency Among Linguistically Diverse Students: A Comparative Study of Adolescent English Language Learners in Chile and the United States

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**Agency Among Linguistically Diverse
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A Comparative Study of Adolescent
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the United States**



Honors Thesis

Kristen Travers

Department: Teacher Education

Advisor: Novea McIntosh, Ed.D.

April 2020

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Abstract

It is projected that there will be 1.9 billion English learners in the world by 2020. Research has also shown that there will be at least one English learner in every classroom by the year 2025. As English language learners continue to grow all across the world, so does the need for well-informed teachers who look at the holistic learning of linguistically diverse students. Adolescent students who are seeking to learn another language, need support in using language in a way that will grow their understanding of themselves and the world around them. Ideas from renowned theorists such as Lev Vygotsky and van Lier, and authors such as Zaretta Hammond and Sonia Nieto will be researched to see cause-effect relationships, strategies, and influences relating to second language acquisition in the classroom. Using the aforementioned works, I will compare and contrast the profound influence teachers have on adolescent English learners in two different socio-political contexts: an English classroom in a suburb in Santiago, Chile and an ESL classroom in a suburb in Ohio. This study will determine how social emotional techniques form the basis of increasing student agency. I will collect data by observing and interviewing faculty and students to determine students' sense of agency. With respect to increasing agency in second language acquisition, differences in social-emotional affordances and/or barriers that students face in their respective countries will be examined to determine if they are attributed to one's sociopolitical context. Similarities in social-emotional affordances and/or barriers will be examined to see if they can be attributed to classroom technique that transcends the confines of sociopolitical contexts in the United States and Chile. The basis of this thesis is building a global community and discerning strengths in two different classrooms.



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Chapter 1

An Introduction to the Research Study

Section 1: Background of the problem

According to the National Center for Education for Education Statistics, English language learners are the fastest growing student population group. With a current average percentage of student learners in the United States of 9.6%, nearly 1/10 students in the classroom come from a diverse linguistic background. In just five years, it is projected that this number will rise to 25% or 1/4 of learners. The problem is that while there were 4.6 million ELL students in public schools during the 2015-2016 school year, there were only 78,000 teachers prepared to address their needs. Their lack of resources and support often go unchecked because of a lack of funding or cultural discrimination. In addition, one study shows that linguistic and ethnic differences typically manifest in the classroom as “deficits to be corrected” and not strengths on which to build. For adolescent students, this can be particularly damaging to their educational experience because of the tender period of development they are navigating. With a rapidly developing brain and new pressures and questions of identity, adolescent students can have the most positive experience in school when teachers make a deliberate effort to connect with them on a social and emotional level and give them agency in their learning process. The paradigm needs to shift from reducing multicultural education to making exotic masks and eating ethnic foods and honoring selected heroes to creating a culturally responsive environment where students can use their language classroom to celebrate and express their culture (Nieto & Bode, 2018). Teachers must equip themselves with the necessary tools to create classrooms where the needs of all their students are addressed and cared for.

Although it is important for ELL and bilingual education teachers to be advocates for their linguistically diverse students and resourceful to their academic success, it is equally important to prepare mainstream, or general education teachers because English language learners will soon be 25% of their class (Samson & Collins, 2012). Contrary to popular false assumptions, ELLs cannot be thrown into a total language immersion and be expected to produce the language or achieve significant academic success. Although total language immersion is useful for language acquisition, it is not enough to advance English language learning to an adequate level for ELLs because of the demands of their content areas (Goldenberg et al., 2010). The Sheltered Instruction Observation Protocol (SIOP) model is a guide for teachers to tweak and support their instruction through an integrated design of content and language.

This Honors Thesis research will investigate the aspects of best teaching practices that are most necessary to English language learners. It aims to identify useful practices like supporting academic language and cultural sensitivity to integrate in the classroom for both mainstream and pull-out teachers. As a result, there will be a collection of elements to be used in the classroom that not only promote language acquisition for academic success, but also create opportunities to celebrate the diversity of each student through social interaction and meaningful language use. It will also reflect how these methods translate to fostering students' independence, specifically the ways in which they are agentive learners.

The research study is designed as two case studies in two diverse schools to examine the ways in which English language learners' needs for agency and language acquisition are being met. It is comparative in nature to more closely examine similarities

and differences in teaching to English language learners who are living in the United States and those learners who are studying English as a foreign language miles away in Chile. Because this is an international study, the data and results will reflect that there are best teaching strategies that transcend the confines of one's own country and can be applicable all over the world. Data and results are synthesized using observations and interviews from five students from each of the two schools, and conversations with the English language instructors. This research is guided and responding to the following question: *In the spirit of culturally responsive teaching, how can teachers connect to linguistically diverse adolescent students on a social emotional level to promote agency and facilitate language acquisition?* This is a relevant topic for schools around the world where students are learning English, and especially in schools across the United States where English language learners are growing exponentially.

Section 2: Abbreviations

EFL- English as a foreign language

ELL- English language learner

ESL- English as a second language

L1- First language, one's native language

L2- Second language

SIOP- Sheltered Intervention Observation Protocol

TESOL- Teaching English to Speakers of Other Languages

Section 3: Limitations and Assumptions of the Study

First, the findings are limited to the setting and demographics of the participants included. The results are particular to only two schools, and the interview data makes use

of only five students from each school. The settings of English instruction used for this case study include a pull-out ESL support room and an English language classroom. It does not include mainstream content area classrooms to study how these teachers shelter their instruction for ELLs. Further studies would be useful to corroborate the results of this case study in other countries and school settings. A second limitation is that this study relies on the researcher's personal account of observations. It is possible that subjective interpretations of classroom interactions made their way into the observation narrative. Another important cause of concern is the difficulty of quantifying or measuring agency. Because agency concerns students' perception of their role in the learning process and their perception of the role their teacher plays, a positive or negative teacher experience can influence the interview responses.

Section 4: Summary of Chapter 1

The fastest growing student population is currently a topic of concern considering the lack of resources and support that is currently available to these students. This situation calls for educators and administrators and state legislators to take action immediately. The first place to start would be raising awareness among schools about the needs of their adolescent language learners. This study looks at students of the English language in two classrooms and focuses on the content, delivery, daily routines, establishment of rapport, classroom management, assessment, emotional outbursts, peer-peer interactions, influence of school culture, the way class time is used, etc. to reflect upon what elements are benefiting these students. These detailed observations are supplemented with informal conversations with the teachers and formal interview questions with the students from each school in the format of a comparative case study.

This study may be limited in terms of using two different types of classrooms to compare: one ESL pull-out classroom and one English as a foreign language classroom. It is also limited by the perspective of the researcher in the observations and the difficulty of measuring agency. Although certain limitations to the study exist, it is applicable to a vast range of educators all over the world.

Section 5: Research Question

The question guiding the research is: *In the spirit of culturally responsive teaching, how can teachers connect to linguistically diverse adolescent students on a social emotional level to promote agency and facilitate language acquisition?*

Chapter 2

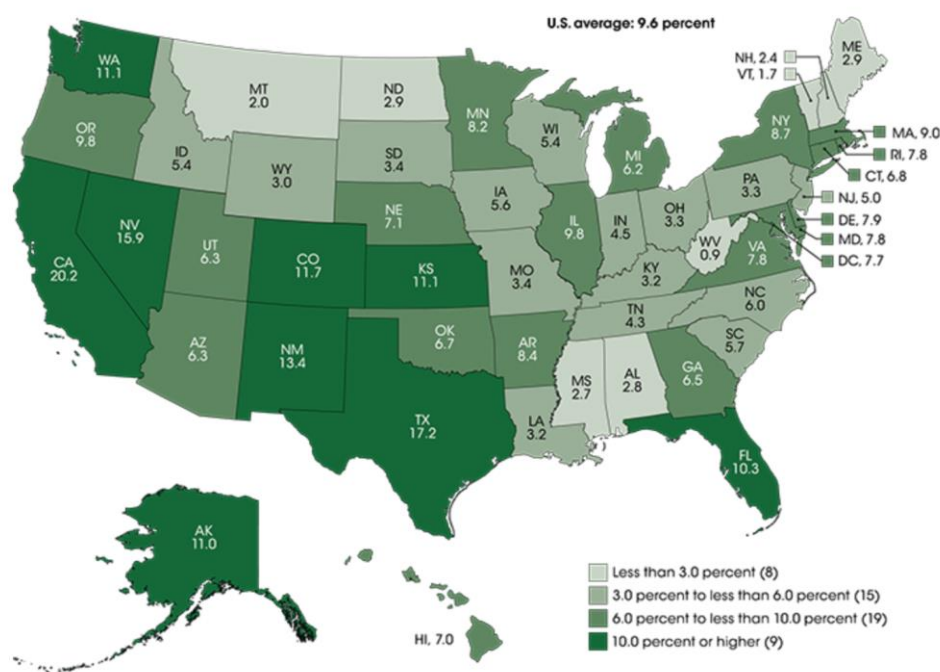
Review of the Literature

Section 1: Prevalence of English Language Learners on a National and Global Scale

English language learners (ELLs) are on the rise in the United States due to intensified migration and globalization. In fact, by the year 2025 it is projected that there will be at least one English language learner in every classroom in the United States. It is important to note that while there are many ELLs who have immigrated, the majority, (85% PK-5th grade and 62% 6-12th grade) of ELLs are second-generation immigrants, born in the United States, and do not speak English as their first language (Quintero, 2017). The following graphic, from the National Center for Education Statistics, shows the number of English language learners by state enrolled in public schools across the country in the Fall of 2016.

Source: (U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics, 2019)

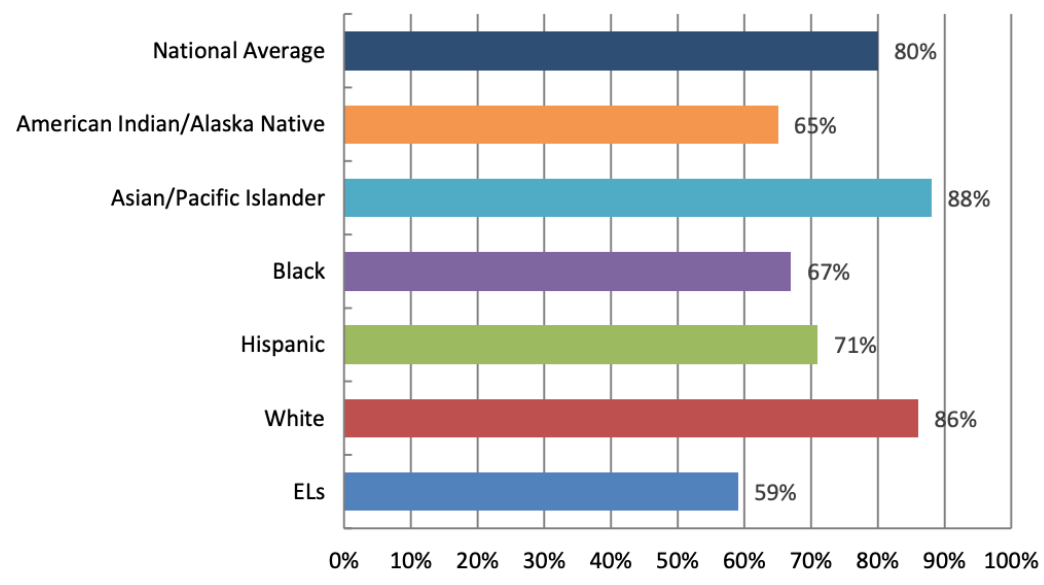
Chart 1: Percentage of English language learners by state enrolled in Public schools during the Fall of 2016



However, this rapidly growing group of students is not being supported in our current education system. In the 2015-2016 school year, there were over 4.6 million ELL students in public schools, but according to a 2016 report from the Department of Education, over half of the United States has a shortage of educators dedicated to addressing their needs (U.S. Department of Education, 2016). Consequently, schools are not adequately prepared to meet ELLs needs. This affects the ELL representation among gifted programs and graduation rates. In terms of gifted students, “Only 2 percent of ELLs are enrolled in gifted programs, compared with 7.3 percent of gifted non-ELL students. Researchers say that, even when ELL students are identified as gifted, the impulse is often to keep them out of accelerated programs despite evidence that they would benefit from more challenging work while they're learning English” (Sanchez, 2017). According to the National Assessment of Educational Progress (2017), for reading performance, fourth grade ELLs scored 37 points below non-ELLs, eighth grade ELLS scored 43 points lower than non-ELLs, in twelfth grade ELLS scored 49 points lower than average non-ELL score. It appears that, the longer ELL students go without support, the farther they fall behind. A similar trend is evident when looking at high school graduation rates. The table below from the Office of English Language Acquisition (2015) shows just how far behind ELs are compared to their peers during the 2011-12 school year.

Source: (Office of English Language Acquisition, 2015)

Chart 2: High School Graduation Rates by Race and Ethnicity and EL Status during 2011-2012 School Year



Another area of concern for the growing ELL population is their socioeconomic circumstances. The majority (80%) of ELLS, are Spanish-speakers. Data suggests that Spanish-speakers tend to come from lower economic backgrounds. To be specific, “Fewer than 40 percent of immigrants from Mexico and Central America have the equivalent of a high school diploma, in contrast to between 80 and 90 percent of other immigrants (and 87.5% of U.S.-born residents). Consequently, most ELLS are at risk for poor school outcomes not only because of language, but also because of socioeconomic factors.” (Goldenberg, 2008).

Therefore, it will be in practitioners best interest to equip themselves with strategies to not only meet the growing demand within ESL education but also, to do so in a culturally-responsive manner to fulfill their social emotional needs. Only once these needs are met can teachers pursue an agenda to foster their agency in learning a second

language. Educators ought to see culturally-responsive teaching and learning as an acute responsibility and as a focal point of their lesson plans.

Section 2: Adolescents

This study will focus on English language learners between the ages of nine and twelve. The reason for selecting this age group is because research shows that these students need specific support during this stage of development. Instead of looking to adults as the key influencers to the development and ideologies of children, we ought to look at scientific research about the brain development of adolescents (Duran, 2014). Because parents may or may not be supporting their neurological development, teachers need to use brain-based research to inform their teaching practice to better know their students. Brain development during this period of adolescence is readily malleable. Teachers can support this development with, “developmentally appropriate, supportive environments,” because their high level of neuroplasticity strengthens, “the neural pathways connecting the reptilian brain to the cerebral cortex. This improved circuitry increases teenagers’ capacity for self-regulation, executive functioning, and problem solving” (Craig & Sporleder, 2017, p.2).

It is also worthwhile to mention social and emotional pressures and challenges facing adolescents. It is at this point in life where factors surrounding ego, self-image, and self-efficacy are at their pinnacle. This manifests in the classroom because adolescents are ultra-sensitive to how their peers perceive their changing physical and emotional selves along with their mental capabilities (Brown, 2015). Emotional reactions from students may be more prevalent at this time because of the triggering effect of the limbic system, on the cortical areas of the brain. This system, “exerts more influence on

the cortical areas of the brain than during childhood or adulthood” (Craig et al., 2017, p.32). Educators must be mindful of their students abilities when directing activities that are meant to foster autonomy and increase agency. Middle school teachers will have to model their scaffolding structure in an age-appropriate manner. This will optimize their experience speaking, taking responsibility for their actions, and igniting debate to express their opinions (Brown, 2015).

In the context of language acquisition, theorist Jean Piaget posits that for adolescents “the onset of abstract operational thought at the age of 11 means more sophisticated intellectual processing” (Brown, 2015, p.120). In addition to processing information more rapidly and accurately, adolescents can process abstract and hypothetical thoughts and can purposefully hone their attention towards their developing interests (Obuchowska, 2001, as cited in Lockiewicz, 2019).

For language learning students, there are many amazing effects of acquiring another language including more educational and professional opportunities, personal growth and self-development, the possibility of international mobility, and more positive self-esteem (Lockiewicz, 2019). Regarding adolescent language learners in particular, one study found that learners valued their foreign language studies mostly for travel and communication purposes. However, throughout their process of language acquisition their self-confidence and progress expectations gradually declined because of the challenging demands of the L2. In this case, as may be the case for many adolescent language learners, researchers found that what would be most useful for these students is to include practical L2 communicative activities, that are applicable to real life and of interest to students (Graham, Courtney, Tonkyn & Marinis, 2016, as cited in Lockiewicz,

2019). As a result of incorporating these practical L2 activities, “the perceived freedom of choice and personal competence correlate with more self-determined forms of motivation,” because students are prompted to self-reflect through social collaboration (Noels et al., 2003 as cited in Lockiewicz, 2019).

Clearly, adolescents are at a tender age in their academic lives with many changes to circumnavigate. Although it is natural for students at this age to feel insecure, teachers can play an active role in minimizing, or even better, erasing feelings of unworthiness, discomfort, and embarrassment by creating a welcoming community through social emotional teaching strategies. Through understanding what challenges adolescents may be experiencing and understanding their greater need for social emotional teaching, educators can best tailor their instruction to complement and encourage the emerging identity as autonomous young adults.

Section 3: Agency through a Sociocultural Lens

Lev Vygotsky: Sociocultural Nature of Learning. Lev Vygotsky, a renowned theorist in the field of education, posits a sociocultural framework, which gives students frequent opportunities to interact meaningfully with others, in a way conducive to learning a language. Talking helps us process our learning and connect with others. Talking helps us expand our thinking when we hear the ideas of others (Hammond, 2015). The reason this holds true is that regardless of the fact that we are all individual agents, we are sociocultural by nature. Our individuality comes from social relationships and cultural background (Garcia, 2014). Conversations and learning through social interaction is of the utmost importance in this sociocultural perspective. “The sociocultural theory holds that people gain control of and reorganize their cognitive

processes during mediation as knowledge is internalized during social activity” (Lightbown and Spada, 2013, p.119). Long’s Interaction Hypothesis promotes the same Vygotsian values of learning through social interaction. When learners have to negotiate for meaning during acquisition, they are, “construct[ing] new forms and perform[ing] new functions collaboratively” (Lantolf, 2000, as cited in Ellis, 2008).

Agency. The meaning of “agency” is very complex, difficult to measure, influenced by socio-political factors, and can differ on an individual basis. Nonetheless, experts in the field of language acquisition, education, and linguistics have thoroughly researched this instrumental part of learning. Brown (2015) views language as “a form of social action, a cultural resource, and a set of sociocultural practices. Agency is then situated in a particular context and is something learners do, rather than something learners possess” (p.100-1). “Vygotskian theory compels us to understand agency not as a quality of an individual but as a contextually situated way of relating to the world that is shaped by our developmental history as well as our potential future. Agency, then, emerges as individuals, groups and communities interact with various affordances while engaging in goal-directed activity” (Lantolf, 2008, p.21). This can take place in many settings. “Teachers aiming to foster agency should look beyond their curriculum to their surrounding community to exemplify lifelong learning by making various affordances in and out of school known and utilized” (Dufva and Aro, 2014, p.50). Essentially, “A sociocultural view of agency is suitable for studying how an individual makes use of cultural resources, gains power in a community or masters a means of mediation” (Dufva et al., 2014, p.39). This can be accomplished through engaging in goal-directed activities in which students, “are optimally agentive in taking responsibility for their own- and

indeed their classmates- development” by exercising their ability to make and assign meaning and relevance of content (Lantolf, 2008, p.21).

Promoting agency is essentially encouraging students to take charge of their own learning, seek out opportunities to use the language, experiment with the L2, to not be afraid to make mistakes and learn from them. By doing so, students can use the skills that they learn inside the classroom to become independent language learners outside the classroom (Lightbown et al., 2013). Also, as a result, students who are more agentic in nature, “ascribe more responsibility to themselves as learners than to the teachers” (Chan, Spratt & Humphreys, 2002; Üstünlüoğlu, 2017 as cited in Mameli et al., 2019). This may be because when students are independent, feel competent, and engage in successful experiences they perceive that their teachers have done their job to fulfill their needs for autonomy, competence and relatedness (Jany, Reeves & Deci, 2010; Levesque, Zuehlke, Stanek & Ryan, 2004; Nie & Lau, 2009, as cited in Mameli, 2019).

Section 4: Strategies for Teachers to Promote Agency for Linguistically Diverse Students

In general, according to all students tend to benefit from the following:

Source: (Goldenberg, 2008, p. 17).

- clear goals and learning objectives
- meaningful, challenging, and motivating contexts
- a curriculum rich with content
- well-designed, clearly structured, and appropriately paced instruction
- active engagement and participation
- opportunities to practice, apply and transfer new learning
- feedback on correct and incorrect responses
- periodic review and practice
- frequent assessments to gauge progress, with reteaching as needed
- and opportunities to interact with other students in motivating and appropriately structured contexts

Along with this comprehensive list, for diverse student populations, building classroom communities that champions cultural capital is another essential tenant. This study will particularly focus on interacting with other students in motivating and appropriately structured contexts and building community as strategies to enhance language acquisition and promote agency. These strategies are necessary to create a student-centered classroom. A student-centered classroom results in better language acquisition because the more learners are involved in the decision-making process, the more effectively they learn the target language (Kruger, 2012).

Collaborative Learning. Social interaction and cooperative learning are foundational to modeling instruction within a sociocultural framework. One of the main reasons that there is a huge push for collaborative learning is the research, that supports increasing the number of opportunities for output, or using the target language to deliver clear and concise messages. Speaking is important not only because it allows for feedback, but also for fostering agency by helping students to, “develop a personal voice by steering conversation to topics to which they are interested in contributing” (Ellis, 2008, p.4). Collaborative learning can also be an effective way to integrate all four language skills. One way to do this is by creating tasks where having students help one another understand what they read by listening, speaking, reading, and writing about the academic concepts in a collaborative effort. (Alliance for Excellent Education, 2005; Freeman & Freeman, 2009; Sherris, 2008, as cited in Li, 2012)

Personal narratives. Author Zaretta Hammond in her book, *Culturally Responsive Teaching and the Brain* proposes that the classroom has to be designed around talk and task structures that allow students to define the people they see

themselves becoming. Teachers need to expound on notions of building community by giving students more opportunities to shape their internal identity. “When students have a chance to narrate their lives, put language to their experience, and process their thinking through discourse they begin to notice and name their own competence” (Hammond, 2015, p.148). To put this into practice, talk structures could be given a designated time and space and function as a norm within a language learning classroom to give students the language necessary to talk about their own learning. An added benefit is that it inadvertently develops rapport and builds students metacognition. Metacognitive tools are reinforced through talk structures and realizing one’s competence and also by virtue of learning another language. Teachers can equip students with collaborative protocols that help instructional conversation lead to deeper learning (Hammond, 2015).

Asking questions. To facilitate student narratives and counter narratives, teachers can pay more attention to the questions they ask. It is estimated that teachers ask an average of 400 questions in one school day. The majority of which are Yes/No/Closed Response questions that require little student engagement. The effort teachers are already exerting on asking questions could be refined so as to ask more engaging questions to augment higher order thinking among students. One study found that English language learners reacted very positively to *authentic* questions. Authentic questions, also known as contingent questions, are “reflective questions that are based on common experiences or on common thematic assignments” (Orlich et al., 2016, p.225). Incorporating authentic questions within talk structures can expand students’ thinking. One example of setting up ELLs to participate meaningfully in answering authentic questions is by using ‘Think-Pair-Share.’ This student-oriented method of engaging students to respond to teacher

questions helps build language proficiency (Orlich et al., 2016). Giving students wait time is yet another practice that teachers can easily utilize to be more respectful towards their students thinking processes. “Research has shown that when teachers are trained to give their students more time to respond to questions, not only do students produce more responses but their responses are also longer and more complex” (Lightbown et al., 2013, p.147).

Deliberate grouping. Designing groups for students to engage in meaningful conversation is more effective when the grouping is intentionally organized by the teacher. When teachers are careful to construct groups of students from various cultures and levels of physical need and ability, relationships improve and students become more responsible for their own learning (Orlich et al., 2016). This type of grouping yields the most progress for times when ELL students are mixed within mainstream classroom students. However, for pull-out English language development classrooms it is best to group students according to language proficiency. To build on this idea, it is important for educators to monitor these groupings to individually assess progress (Goldenberg et al., 2010). In addition to assessing progress, these groupings are opportunistic for teachers to, “recognize the many ways in which students, overtly or covertly, demonstrate their personal assets” (Zacarian et al., 2017, p.93).

Clearly, an intentionally-crafted collaborative talk structure is an effective platform for students to find their voice through personal narratives. To enrich student-centered classrooms, teachers can ask their students authentic questions to probe higher thinking, give their students wait time to answer, monitor student progress, and recognize the assets each student brings to the group.

Meaningful activities. In addition to collaborative learning, using authentic and meaningful activities is important for acquiring the language and becoming agentive learners. As research suggests, “when students are interested in something and feel that they can connect what they are learning to their real lives or cultural backgrounds, they are more highly motivated and tend to learn more” (Alliance for Excellent Education, 2005; Meltzer & Hamann, 2004, as cited in Li, 2012). The use of “authentic real-life activities” builds students’ comfortability in using the language in practical ways. (Brown, 2015, p.101). Furthermore, meaningful activities are also important to promoting agency because learners are not passively receiving information, they are actively perceiving how a meaningful activity will be useful and applicable to their lives in the real world. (van Lier, 2008). For adolescents, in particular, meaningful activities are going to be associated with *stimulating* activities because of their brain development and distinct hormonal changes. They need more excitement and stimulation in the classroom than at any other phase of their student career because, “the baseline level of dopamine, the neurotransmitter most responsible for feelings of pleasure, is lower in adolescents. But its release in response to experience is higher” (Craig et al., 2017, p.32). Along with needing stimulation, ELLs need ample examples of vocabulary embedded within meaningful contexts for repetition purposes and understanding multi-meaning words (Goldenberg, 2008, p. 17).

Theme-based. These authentic activities should not be randomly dispersed throughout the curriculum, but rather organized around themes and in a sequential progression according to the skills developed at developmentally appropriate stages (Lightbown et al., 2013). Organizing curriculum around themes allowed students to

become experts in the specific field while also acquiring the academic skills. Allowing adolescent-age students to generate their own themes gives students a say in writing the curriculum (García, 1999, as cited in Freeman, Freeman & Mercuri, 2003).

Content-based. One strategy that aids students in making meaningful connections between the language they are learning and their lives, is by embedding the target language within specific subject matter, also known as content-based instruction. This program design usually involves using the target language as the medium to teach subjects like science, math, history, art, etc. over an extended period of time. Research has shown that, “content based classrooms have the potential of yielding an increase in intrinsic motivation and empowerment, because students are focused on subject matter that is important to their lives” (Lightbown et al., 2013, p. 57).

Project-based. Another way to give students meaningful language experiences is through creative outlets. Project-based learning aligns with student-centered pedagogy by allowing students to come together to discuss, discover, and create solutions to real-world challenges. This type of learning could be, “a natural vehicle for the promotion of their second language learning” (van Lier, 2008, p.177). Students can also embark on writing responses to texts that connect the readings to themselves by writing poetry and creating projects that allow for self-expression (Freeman et al., 2003). However, from a scientific standpoint, the more safe a student feels, the more willing and interested he or she will be in freely expressing themselves and taking risks with novel language production (Craig et al., 2017).

Overall, the following list summarizes the ways teachers can create acquisition-rich classrooms through collaborative learning and meaningful activities.

Source: (Ellis, 2008, p. 5).

- Allow students to initiate topics and to control topic development
- Provide opportunities for learners to use the language to express their own personal meanings
- Create contexts of language use where students have a reason to attend to language
- Offer a full range of contexts that provide opportunities for students to engage in a full performance in the language

Building Community. Foundational to creating acquisition-rich environments plentiful with frequent positive experiences engaging with meaningful language learning experiences, is creating a classroom community. Studies show that the environment affects the ways students engage in class on a cognitive, behavioral, emotional and agentic level. The more culturally responsive and equitable the environment was, the more positive the engagement levels (Tas, 2016, as cited Mameli et al., 2019, p. 44). Furthermore, when students, “feel connected in a warm and supportive relational climate,” their intrinsic motivation and academic success are positively impacted as well (Daly, Shin, Thakral, Selders & Vera, 2009; Murray, 2009, as cited in Mameli, 2019, p. 43).

Cultural archetypes. To more deeply understand how cultures naturally gravitate towards community building and social interdependence it is important to look at the universal patterns across cultures, called cultural archetypes. There are 2 cultural archetypes: collectivism and individualism. A collectivist mindset is common in Latin America. Collectivistic societies emphasize relationships, interdependence within a community, and cooperative learning. Individualistic archetypes emphasize individual achievement and independence. America’s dominant culture is individualistic (Hammond, 2015). From this myopic understanding, it can therefore be said that the two

classrooms observed from two different hemispheres will be used as microcosms of each country's respective archetype. Cultural archetypes are important to keep in mind for language learning students who are not only learning a language, but also a new culture. By considering language a manifestation of culture, which is organized around a commonality of motives, beliefs and ideals, one could understand how learning another language requires some cultural assimilation (Dornyei, 2003, as cited in Lockiewicz, 2019). "The learners develop an intercultural competence, while remaining members of their own culture. Linguistic and cultural competencies in L1 and L2 influence and complement each other" (Coste et al., 2003, as cited in Lockiewicz, 2019, p. 87). Therefore, not only will students be hard at work building strong synapses and learning another language, but also their emotions will be transforming and shaping toward culturally-defined values and endpoints (Resnik, 2018).

Social emotional connections. At the heart of being a culturally responsive teacher is knowing your students and having positive relationships with them. Relationships are built through reciprocal vulnerability or trusting one another with the emotional brain. Ways to light up the emotional brain in the classroom is by creating daily structures designed to connect with one another and to fully understand the cultural capital each student brings to the class. Hammond recommends implementing some form of the following socially-emotionally related practices: morning recitation of common poem or verse; as a class, watch and respond to short, inspiring TED talks or uplifting poetry; use quotes or songs that affirm common cultural values, validate student's experiences or reinforce an academic mindset; use freedom songs, traditional cultural songs, uplifting pop songs; encourage students to write original poetry to help release

sorrow or joy; share and reflect on community wisdom; ask parents for dichos (or universal truths expressed in just a few words) to post around the classroom; begin a new unit with a reading of quotes or short excerpts of relevant narratives (Hammond, 2015, p.147-8).

The brain. Culturally responsive teaching is inherently related to teaching in response to what brain-based research tells educators. As mentioned earlier, the brain composition of adolescents is rapidly developing as they are faced with new pressures that come along with this age. Connecting with students on a social and emotional level is grounded in neuroscience. “From neuroscience, we know that the brain has a negativity bias, meaning that the brain is more than 20 times more focused on negative experiences than positive ones” (Hammond, 2015, p.158). For educators, this means that a lack of successful experiences in the classroom can externalize as frustration or can be internalized as anxiety. However, successful experiences have a positive effect on students' attitude and long term motivating effects for engaging with the curriculum (Lawson, 2002). This is due to the brain's malleability and the way brain chemistry can be reconfigured through consistent connections with trusted adults. Focusing on students assets, strengths and positive qualities are ways to make positive connections and form trust with students (Zacarian and Alvarez-Ortiz and Haynes, 2017). Maintaining a positive atmosphere, adopting asset-based thinking, and especially acknowledging students' background, “supports the engagement of students' brains because it connects positive emotions with students' current levels of expertise and competencies” (Zacarian et al., 2017, p.66).

Brain and body connection. Another strategy according to brain-based research that enhances students' learning is incorporating physical movement part of a daily routine. “Short-bouts of movement have proven to improve cognitive functioning and executive functioning with implications for increasing educational achievement outcomes” (Mussey, 2019, p. 133). Making physical activity a part of daily routines, is not only beneficial for all students, but it is particularly useful for students living with trauma, violence, and chronic stress. “The goal behind any routine is to establish predictability without being inflexible,” using, “a balance between activities where students can physically move around and those where they remain seated” are ideal for the classroom (Zacarian et al., 2017, p.71). Also, teaching students breathing techniques like inhaling and exhaling a deep breath will help decrease anxiety, and increase brain functioning; because taking three deep breaths increases oxygen levels and energy. Giving students mindfulness tools, such as breathing exercises, that they can use themselves will help them to self-regulate (Mussey, 2019).

Section 5: Relevance to SIOP

Because English language learners are from a home where a language other than English is spoken, they do not have sufficient English proficiency to be successful in a mainstream all-English instructed classroom. In terms of language acquisition, they will first gain conversational aspects of English but it takes a period of four to six years to reach the “early advanced” proficiency level. It is only through the acquisition of academic language that academic opportunities and success will be unfolded to students (Goldenberg et al., 2010). Academic language can be defined as, “the language associated with school, that is, the language needed to participate in academic instruction

and discussions and to be able to read and write texts about academic topics” (Goldenberg et al., 2010, p.173).

Language theorist, Stephen Krashen (1985) argued that the only thing learners need for language acquisition is to receive exposure to the target language using comprehensible input. While research shows that comprehensible input is not nearly enough to be able to use a language, it is important to provide input outside the classroom like extensive reading programs fit for the level of the students and a resource materials lab. Because there are fewer opportunities for abundant input like in a foreign language teaching context, teachers must maximize language use during class time. Students will experience the most success if resources are made available to them, and they are guided by the teacher in ways to experience the language outside class time. (Ellis, 2008). On the other hand where there are plentiful opportunities for target language input, students, or more specifically, ELLs, need sheltered instruction. It would be contrary to culturally responsive teaching to think that ELL students are empty vessels waiting to be filled with exposure to the target language. They need sheltered instruction so that they can begin to acquire the language in chunks and have success in their academic content areas.

A formalized structure where academic language is viewed as paramount to academic achievement and is adopted in many schools all over the United States is the Sheltered Instruction Observation Protocol. This research based model developed by researchers at California State University, Long Beach, and the Center for Applied Linguistics guides lesson planning and instruction for teaching academic English within content areas in a way that is comprehensible to enhance the achievement of students. Along with building academic vocabulary, SIOP aims to develop the four domains of a

language: reading, writing, listening and speaking. There are many features of the SIOP model that are effective for all students at any grade level in any content area, such as: cooperative learning, reading comprehension strategies, and differentiated instruction. SIOP takes this a step further for English language learners in specific, to be successful by: using language objectives within every content lesson, providing opportunities for oral language practice, building background knowledge and content-related vocabulary, and emphasizing academic literacy (Himmel, Short, Richards & Echevarria, 2009).

The 8 Components and 30 Features of the SIOP Model

Source: (Echevarria, Vogt & Short, 2004, p. 209-10)

Component	Features
Lesson Preparation	<ol style="list-style-type: none"> 1. Clearly defined content objectives for students 2. Clear defined language objectives for students 3. Content concepts appropriate for age and educational background 4. Supplementary materials used to a high degree making the lesson clear and meaningful, for example, graphs, models, and visuals 5. Adaptation of content to all levels of student proficiency 6. Meaningful activities that integrate lesson concepts, for example, surveys and letter writing
Building Background	<ol style="list-style-type: none"> 7. Concepts explicitly linked to students' background experiences 8. Links explicitly made between past learning and new concepts 9. Key vocabulary emphasized, for example, written, repeated, and highlighted
Comprehensible Input	<ol style="list-style-type: none"> 10. Speech appropriate for students' proficiency level, for example, slower rate and enunciation, and simple sentences for beginners 11. Explanation of academic tasks clear 12. Uses a variety of techniques to make content concepts clear, for example, modeling, visuals, hands-on activities, demonstrations, gestures, body language)
Strategies	<ol style="list-style-type: none"> 13. Provides ample opportunities for students to use strategies (cognitive, metacognitive, social / affective) 14. Consistent use of scaffolding techniques throughout lessons, assisting and supporting student understanding such as think-alouds 15. Teacher uses a variety of questions types, including those that promote higher-order thinking skills throughout the lesson, for example, literal, analytical, interpretive questions
Interaction	<ol style="list-style-type: none"> 16. Frequent opportunities for interaction and discussion among students and between teacher and students, which encourage elaborated responses about lesson concepts 17. Grouping configurations support language and content objectives of the lesson 18. Consistently provides sufficient wait time for student response 19. Ample opportunities for students to clarify key concepts in their first language
Practice & Application	<ol style="list-style-type: none"> 20. Provides hands-on materials and/or manipulatives for students to practice using new content knowledge 21. Provides hands-on activities for students to apply content and language knowledge in the classroom 22. Uses activities that integrate all language skills (reading, writing, listening, speaking)
Lesson Delivery	<ol style="list-style-type: none"> 23. Content objectives clearly supported by lesson delivery 24. Language objectives clearly supported by lesson delivery 25. Students engaged approximately 90% to 100% of the period 26. Pacing of the lesson appropriate to the students' ability level
Review & Assessment	<ol style="list-style-type: none"> 27. Comprehensive review of key vocabulary 28. Comprehensive review of key content concepts 29. Regularly provides feedback to students on their output, for example, language, content, work 30. Conducts assessments of student comprehension and learning of all lesson objectives, for example, spot checking, group response throughout the lesson

Construction of schema within daily lesson plans will be especially important for ELLs. “At various times, and especially when academic language is used, ELLs may need to rely on international translations between their first and second languages to make sense of instruction” (Field, 2008, p. 429). Having a purpose statement that connects new information to prior knowledge or activating the affective part of the brain will be useful for all students, particularly ELL’s to give meaning to this lesson. (Frey and Fisher 21). “Teachers should also encourage schema building by helping students access the background content knowledge they already have and use it” (Rea & Mercuri, 2006, as cited in Li, 2012).

SIOP suggests integrating language and content to enhance learning for ELLs. To make content more accessible for ELLs, it is critical to use a variety of culturally relevant instructional materials that offer opportunities for integrated language use. They should be connected to one another to provide students with a natural progression of skills. This content should be made accessible for students by incorporating visual aids like concept maps, diagrams, charts, and pictures (Li, 2012). Teachers can also preview and review concepts in the students L1 to help make instruction more comprehensible. By making instruction more comprehensible, the instruction will provide more opportunities for success. When delivering lessons, scaffolding, defined as a kind of supportive structure that helps students to fully utilize the knowledge they already have to then acquire new knowledge, should be clearly present. For example, for a written response assessment, ELL’s may need to be given a sentence frame to guide their learning according to their level of proficiency. Should students need more guidance, frequent feedback and encouraging peer collaboration will bolster achievement (Freeman, 2003). One of the

most important parts of the Review and Assessment element of SIOP is formative assessment. By making use of daily, ongoing monitoring and informal assessments, teachers can better understand what their students are struggling with, and when it may be necessary to modify instruction (Himmel et al., 2009).

Section 6: Conclusion

This chapter begins by summarizing the growing number of English language learners and the lack of educators certified or trained to meet the needs of linguistically diverse students. ELLs have the lowest graduation rate out of every minority group and are susceptible to unjust education services, which is why teachers need to equip themselves with tools to close the gap and harness their social justice educator identity. Looking at brain-based research, teachers can start by making the classroom a community where relationships can be built and students are respected. When teachers make their students' cultural capital visible, the rhythm and novelty of the class is positively felt by everyone. Only when the foundations of a culturally responsive classroom are intact can educators fully appreciate the assets of their diverse students, especially the wealth of linguistic diversity that the English language learner population brings.

For adolescents, it is imperative that greater attention is placed on connecting through social and emotional mediums because of their high levels of malleable neuroplasticity. Caring for the growing adolescent brain involves integrating learning and movement and designing stimulating activities. When teachers help students to draw upon their cultural capital to use as schema, they are able to make connections between content and their real lives in an authentic and meaningful way. Designing activities that

are organized in a sequential order of language development, are scaffolded properly, and that are tailored to students' proficiency level will allow students to experience success more consistently. After building their confidence and motivation, students can use collaborative talk structures to channel their voice, enhance language acquisition and affirm their cultural identities. Once teachers allow students opportunities to discover their identity as language learners and realize their role as independent young adults, students will also discover their power of agency. Thus, learning through social interaction to promote agency follows Vygotsky's recommendations.

Elements of the formalized structure SIOP draw upon these themes of language acquisition, culturally responsive teaching and being socially collaborative agentic learners. This model serves as a resource for teachers all across the country to equip themselves with tangible and transferable strategies that will improve learning of their linguistically diverse students. What is beneficial for ELLS in SIOP is also beneficial to the learning of non-ELLs.

Chapter 3

Methodology

Section 1: Review of the Research Question

The aim of the present work was to further explore similarities and differences of the frameworks in place to promote student agency in two different contexts: learning English as a second language and learning English as a foreign language. This thesis will analyze the data through the lense of how different classroom models and different forms of language acquisition influence the motivations and understandings of the meaning of agency. It was designed with the following question in mind: *In the spirit of culturally responsive teaching, how can teachers connect to linguistically diverse adolescent students on a social emotional level to promote agency and facilitate language acquisition?* The data will reflect which instructional strategies benefit both the students in Chile and the students in the United States. This research is of relevance to educators of all grade-levels all over the world because of the effects of globalization, and it is particularly relevant for those educators in the United States due to the increase in ELLs.

Section 2: Differences in Language Acquisition

It is important to first distinguish the differences in language acquisition because this will affect the instruction of the particular classroom. This study will involve English learners from two different parts of the world. One is the students in Santiago, Chile learning English as a foreign language and the second is the students in Dayton, Ohio in the United States learning English as a second language. These differences are significant because research suggests that the two will have different motivations and different interactions with the shared target language of English as well as differences in emotional expression which are culturally-embedded.

English as a Foreign Language. When referring to English as a foreign language, it is pivotal for educators to realize the multiplicitous ways English is used around the world as a tool for non-native speakers and that we may need to rethink what it means to own a language. According to the British Council in 2010, there are 750 million English as a foreign language learners, while there are 375 million English as a second language speakers. Brown suggests that these students will be more interested in the practical, non stigmatized uses of English in various contexts in their own countries and they will own and use their English as an international language in their chosen global communities. When the aim is to acquire resources to augment their social position, English is functioning as a lingua franca (Brown, 2015). Often, the only exposure students have to a native or proficient speaker of the target language is the teacher. This type of classroom environment would be considered structure-based because the focus is on the target language and is taught to a group of second or foreign language learners (Lightbown et al., 2013). It can therefore be contrasted with English as a Second language because of the major time difference in available learning time.

English as a Second Language. On the other hand, second language learners would be classified as those who have ready-made contexts available to them in the target language outside of the classroom. This is certainly an affordance for those motivated to learn their target language by interacting with the language in as many ways as possible (Brown, 2015). This type of learning environment is regarded as a natural acquisition context because the learner is in a school situation where “most of the other children are native speakers of the target language and the instruction is directed toward native speakers rather than toward learners of the language” (Lightbown et al., 2013, p.123). In

this case, factors like adaptive intelligence will come into play. Aligning oneself with the environment is a process that students will be going through. It is important to be mindful of how this socially situated, adaptive behavior with the social world will impact students in and out of the classroom (Brown, 2015). Also, in the case of immigrants, especially recent immigrants, teachers must consider if they are given the resources to engage in the community. The following notion quoted from Duran reads: “Multilingual capacities among the immigrants are shaped not only by the ideology of language that prioritizes the host country’s dominant language, but also by the local influences, relationships between multilingual individuals and the desire to participate in multilingual networks” (Duran, 2014, p.78-9). Here, Duran failed to articulate the responsibility of educators to have a relationship with their students wherein they know if they are in need of more resources or tools to be a functioning member of society. Simple things like using a water fountain, or locating the public bus stop may not be so obvious and simple for newcomers.

Section 3: Setting

School A. School A will be used to refer to the Chilean school where English is taught as a foreign language. School A is a private PK-12 school, funded by private tuition. Residing in an upscale suburb of Santiago, the students in School A are among Chile’s top 1% wealthiest. All of the students at the school, including the research population, speak Spanish fluently, the language of the country in which they reside.

Flipped Classroom. A unique aspect to School A is the flipped-classroom model that was adopted three years ago and used in every grade level for all content areas. Within the school’s mission statement, the philosophy in support of a flipped classroom is stated with the following intent, “promueve y fomenta el desarrollo de capacidades de

autorregulación conductual, responsabilidad y conciencia del aprendizaje, auto gestión del conocimiento, espíritu colaborativo, reflexivo, proactividad y rendimiento” [promote and foster the development of abilities of behavioral self-regulation, responsibility and awareness of learning, self-management of knowledge, collaborative, reflective spirit, proactivity and performance]. However, this school has yet to conduct research about the effectiveness of this design for their students. There is no data to conclude that the flipped-classroom is consistent from teacher to teacher nor data that shows evidence of student growth.

Program model: bilingual education. In addition to the flipped classroom model that is implemented, this school identifies as a bilingual school. However, most of the content area subjects like math, history, science are taught in Spanish, but they will occasionally do a project or presentation that requires students to use English and Spanish. To clarify, students at every grade level at School A take English as a foreign language for one class period.

School B. School B will be used to refer to the American school where English is taught as a second language. School B is a public middle school, serving roughly 500 students grades 5-6 in which 67% of students are from low-income households. Taught by a TESOL specialist, the research population used at this school falls under the linguistic and racial minority category.

Program model: English immersion with pull-out ESL classes. In this setting, the pull-out class is supplemental for English language learners to receive direct instruction focusing on form and to build academic language to help with their content-area classes. Because these students needed to pass their language arts, math, science, and

social studies classes to move to the next grade level, emphasis and support was placed on the parts of the English language that was specific to their subject content, also known as academic language.

Researcher. This research was completed by an undergraduate student in the Department of Teacher Education at a university in the Midwestern region of the United States with about 8,000 undergraduate students. The observations were gathered during the period of several weeks that were spent at each school. The researcher wrote down meticulous notes on pen and paper regarding the topics of this research. The interviews used for the data were all conducted in person, and in Spanish. The students at School A were interviewed while the researcher was interning at this school teaching English during June and July of 2019. The students at School B were interviewed in late August after having spent weeks in School B the prior Spring to collect observation data. The interviews were voice-recorded at School A. At School B, responses were recorded in live time on pen and paper and later followed up with confirmation from the interviewee that what was written is what was said. Each interview lasted about three to five minutes depending on the length of student responses.

Section 4: Research Design

The particular phenomenon of agency is qualitative by nature because it is very difficult to define and quantify. Many researchers would even argue agency is not something you have, but rather something you exercise. This is a qualitative study because of the observations and open-ended interview questions asked. Interview responses and notes from observations were analyzed to find common themes. Conducting the interviews in Spanish was necessary so that students would be able to

express themselves with the utmost clarity being that Spanish is their native language. The data is reflective of the students perspective. In particular the data highlights the student's affective dispositions on a micro-level such as towards their teacher and peers and on a macro-level such as a classroom environment and school culture.

This study was inspired by a personal interest in the importance of being independent, self-regulating, life-long learners combined with a personal interest in the multilingual community and exponential growth of English language learners. The researcher has a particular agenda to further her fluency in Spanish one day and has been rigorously studying the language for several years. To best understand agency, the research questions were designed to analyze agency through the lense of community, motivation and emotion. The researcher's TESOL Practicum placement with adolescent students affirmed that this would be the age group of interest and in greatest need of more research. Rather than limit this research to the context of one classroom, the researcher decided to broaden the themes of language acquisition and culturally responsive teaching to a global scale. The researcher traveled to Chile over the Summer of 2019 to intern with a school to teach English. Thus, the opportunity to conduct research while interning abroad presented itself. A comparative study design is fitting for this qualitative research because of the two distinct school systems that will be used to compare and contrast instructional affordances. The researcher is aiming to find commonalities in best language teaching from both a TESOL perspective and a foreign language education perspective, because the researcher is working towards both certifications at an undergraduate university. This comparative analysis will be useful to conclude generalizations and emerging themes from one ground of comparison.

Limits to this study include the difficulty of using agency as the subject of the research. Because it is something that students do, rather than have, it is not easily measured or quantified. Also, the interview questions only ascertain students of the adolescent-age group. Because all students have unique, individual experiences in school and throughout life their perspective will differ from that of their peers. Therefore, themes from student responses were gathered by commonalities among responses. Data and observations regarding culturally responsive teaching, building classroom community, creating acquisition-rich environments, and promoting agency can be extrapolated for younger and older student populations. It can also be used for educators of all types around the world because of the number of English as a second language learners as well as English as a lingua franca users.

Section 5: Subject Selection

The schools involved in this analysis were selected because the researcher would be involved in both schools as a volunteer teacher. Involvement with School A was arranged through the TESOL Practicum experience observing, co-teaching, and independently teaching students that were later interviewed. Involvement with School B was arranged through an independent internship setup with help from a university faculty member. The researcher obtained permission to research from the principal and cooperating teachers of each school. Permission from the Institutional Review Board (IRB) was obtained as well as permission from the students and their parents. The researcher selected the students at random at Student B according to their availability to meet with me. Towards the end of the internship, with permission from the teacher, students were asked to interview with me in the library after they finished an in-class

activity. All of the students that were interviewed had attended the school since pre-school and had lived in Santiago their entire lives. The random selection of students allowed for a wide range of point of view from the students. At School A, after collecting data abroad, students were interviewed during the end of August of 2019 because the researcher was back in the area due to proximity to the university. Once the permission slips were collected, the researcher visited two separate times and asked the students to come into the hallway one by one to interview in Spanish. All the students that I had worked with last Spring were interviewed. In the data section, the researcher maintained confidentiality by using pseudonyms. There is no identifying information on any of the transcriptions, notes, and recordings used in this study.

Section 6: Design of the Study

This study began by identifying the gap in the teacher educator world in which there is a lack of practitioners equipped to meet the demands of the growing population of English language learners. After realizing the importance of further research and support for this marginalized group of students, the next step was to research best teaching practices for and diversity within the classroom with respect to agency. Upon reflecting on what age group of ELLs could be further researched, it was determined that adolescent students were most accessible for the researcher given the time window allotted. Thus, the needs of adolescent students were further investigated and outlined in the Review of the Literature. Observations were written on pen and paper firsthand and were focused on: how teachers build classroom community, whether students are given the opportunity to use the language in a meaningful and personal way, and the structure of effective collaborative learning. Interview questions were designed to understand the

impact of social emotional practices, students' understanding of the nature of agency, and how the learning environment contributes to student agency. Interviews at school B were typed up after having been written on a pen and paper while the interviewees answered. The voice-recorded interviews at School A were transcribed into a written format. The researcher also had informal conversations with the cooperating teachers without specific questions to allow for a natural flow of beliefs about their students' process of learning. Handwritten notes were taken summarizing their argument and later typed up into a word document. Next, the literature review was written and synthesized to determine best teaching practices for linguistically diverse students to realize agency. The observations, teacher interviews, and student interviews consisted of the data. These were examined and interpreted using a comparative method to find commonalities and themes. Data analysis relates back to literature review findings. The same interview questions, found in the Appendix, were used for all of the students that were interviewed.

Section 7: Ethical Considerations

According to the Institutional Review Board (IRB), this comparative study involves the study of human subjects and is exempt under section 45CFR46.101(d)(1). This research is categorized as research in established or commonly accepted educational settings, involving normal educational practices (regular or special education instructional strategies, effectiveness of instructional techniques, curricula, classroom management methods). The parents of the students who were involved in the study signed parental consent forms, which allowed their children to participate in interviews which took place in a classroom setting. The students also signed a Minor Consent form agreeing to participate in this study. All identifying information is protected in this study.

Section 8: Summary of Chapter

The goal of this undergraduate Honors Thesis Research is to create a classroom community that celebrates the diversity that all students bring to the classroom, especially linguistically diverse students. It is also to understand how to connect to adolescents on a social emotional level and respect their emerging identity as autonomous young adults. This is a relevant topic in the field of teacher education because there is no ignoring the fact that classrooms are becoming more and more linguistically diverse, which will present a unique challenge to mainstream teachers. This comparative study takes a closer look at this issue from two separate contexts of learning English: a public middle school in the United States and a private Pk-12 school in Chile. The schools and students were chosen based on the researcher's opportunity to engage with these school districts soon after one another for purposes other than research. It was ensured that confidentiality was protected and that the IRB approved this research study. Data was analyzed by comparing answers, using the observations from each context to guide the relationship between the content of their answers and their sociopolitical context. Common themes will be identified in the following chapter with reference to findings in the literature review, and conclusions and recommendations will be discussed afterwards.

Chapter 4

Analysis and Discussion of Data

Section 1: Introduction

The main purpose of this study is to identify how teachers can connect socially and emotionally with adolescents to foster their emerging sense of independence and thirst for agency. This study uses observations, informal conversations among teachers and interview questions with students to decipher what assets each of the two schools bring to the betterment and promotion of adolescent agency in language learning. In terms of seeking opportunities to give students agency, the strategies that were observed in each of the schools are grounded in social emotional learning. The differences in strategies that were used will be reflected in the observations section of the results. In the interview results section of the results will be a portrayal of how students from each school understand their sense of agency and their attitude towards learning English. Understanding how students perceive their role in learning another language speaks to the type of instruction and shared beliefs about learning in the classroom. The participants of the research include students who answered the interview questions and faculty members who engaged in informal conversations with the researcher to share their perspectives.

Section 2: Research Question

The research question guiding this comparative study is: *In the spirit of culturally responsive teaching, how can teachers connect to linguistically diverse adolescent students on a social emotional level to promote agency and facilitate language acquisition?*

Section 3: Results

Observations from each school will be presented first, highlighting the attributes of each school's design and ways to connect to adolescent language learners. Next, shared attributes that were present in both schools will be presented. Within the commonalities, there will be a description of how each school incorporated the same elements differently. After the observations section of the results will be the interview question results. Each question will be presented and student responses from each school will be compared. Finally, a discussion of the results that compare and contrast the elements of each School will inform best instructional strategies for promoting language acquisition and agency for linguistically diverse students.

Assets of School A. The instructional strategies that are rooted in social emotional learning that were particular to School A include project-based learning, the incorporation of movement throughout the school day, and teaching to the idea of global citizenship.

Student-led inquiry/ project-based learning. At School A, there was a big push for collaborative learning through the flipped classroom design. It was expected that the bulk of class time be used for group work and inquiry-based projects. Giving students the option to choose topics that are interesting and relevant to them gives them agency in directing their own learning. Students were encouraged to be as creative and were given the time in class to create alongside their peers. Examples include drawing political propaganda posters that were relevant to the time period studied, drawing their favorite scenes from a movie they watched in class, designing more sustainable alternatives to lower the amount of CO2 transmissions and making a T-shirt that was indicative of traditional attire for Chile's largest indigenous community, the Mapuche. Different

content areas worked together to create and study different elements of an overarching unit. One year, students put on a play with their classmates after creating props in art class, studying the time period in which the play occurs in history class, practicing recitation in English class, and taking a field trip to see the play performed in the city center. The project-based learning was inspiring for many students who were excited and focused to create novel artwork that was an expression of their identity.

The Drawback. These projects often stretched over long periods of time.

Although students were given an extensive amount of class in-time to work on them, they were also put in groups working on an assignment meant to develop language function. It was clear, however, that students had not developed or practiced the skills necessary to complete tasks that asked them to use the target language for themselves. For example, after reading a short story in English throughout several weeks during class, students worked in groups of four to complete the following assessment items: invent a new character that would fit in the story, write a different ending to the story, describe the characters from the story, write about your favorite part of the story and why it was your favorite, describe one of the settings of the story, and find out the meaning of five words that you did not previously know. Students were given an hour to complete it and each student was responsible for turning in their own paper. While the structure of this assessment has the potential to stimulate creative language use from peer collaboration, it was poorly executed because of a lack of support and scaffolding from the teacher. Students spent 45 minutes on question one with barely enough time to complete the rest of the test, while the teacher sat at her desk on the computer the entire period. Had the teacher given her students suggestions for how long to spend on each question, walked

around the room to monitor student engagement, anticipated commonly asked questions, and had let students practice using these skills for a few weeks, students would have had a more positive experience. Regardless of the fact that an assessment was designed in a way personal to them by asking them to create their own character, a different ending, and to describe their favorite part, students were not set up to be successful. In fact, most of the time that students were in groups they were off-task and speaking in their native language. Clearly, School A allotted too much focus on giving students creative outlets and not enough focus on developing language skills that were fit for their proficiency level.

Mind and body connections. At School A, a huge value is placed on movement, exercise, and teamwork as part of a holistic school system. Not only is there a diverse range of sports teams to join for extra-curriculars, but also students practice yoga every morning for the first twenty minutes before the beginning of the first period. In between each class period, students are given twenty minute breaks so they can play, socialize, and move around in the central courtyard.. Also, the physical education teachers come around to a designated homeroom class each Friday to discuss the importance of responsible decision making and raise awareness about different sporting events that are happening that weekend. Enforcing responsible decision making, practicing yoga each morning, and giving students time and space to move all speak to the school's understanding of the role the mind and body play in learning and creating a sound community.

Global citizenship. Based on personal observations and student interaction, it is evident how embedded in the culture of this school is the idea that the English language

is the language of international business and travel, which can thus mobilize and advance career opportunities. Students at this school have also been learning English since preschool and will continue to regularly learn until the twelfth grade. Global citizenship is not a foreign idea as this school promotes universal values and bilingualism at the core of its existence. Compared to the other academic departments at this PK-12 bilingual private school, the English department has the most faculty members.

Assets of School B. The instructional strategies that are rooted in social emotional learning and are evidence of SIOP that were particular to School B include the use of culturally responsive materials in and around the classroom, building rapport, grouping students in an intentional manner, and scaffolding instruction to teach within the zone of proximal development.

Incorporating diverse and authentic resources. Within the four walls of the TESOL classroom are motivational posters in English, Spanish, Arabic, and Vietnamese, the native languages of all of the students. Music videos of uplifting pop songs are used to give examples of contextualized grammar tenses that they are studying. Another specific tool that is incorporated into the ESL classroom is the graphic novel to improve literacy skills. By using both the English and Spanish text, students can start with an L1 foundation of comprehension and build off of that by moving to the Spanish text to enhance L2 acquisition. Graphic novels contextualize language and vocabulary, inspire inquiry, and enhance imagination. The teacher demonstrates skill at building student's literacy. Whenever a known or unknown vocabulary word that had a double meaning popped up in tasks, the teacher gave a mini-lesson about different ways the multi-meaning word can be used in different sentences. She would do the same with similar

sounding words, and write out the word on a post-it for students to see differences in spelling. Every opportunity to build vocabulary was seized.

On a social and emotional level, choosing books that resonate with students is extremely powerful, as the teacher noted in an informal conversation. The determining factor for what book to incorporate in the classroom is whether or not students can see themselves reflected in the story. By activating students' cultural background knowledge, the teacher is able to activate and build upon their background content knowledge.

Building rapport. At School B, the language learning process is ubiquitous for these second language learning students. It is important to note how overwhelming this unwarranted circumstance can be for students, especially adolescents who are already trying to grapple with social spheres, self-confidence, and a thirst for independence. When conversing with the TESOL instructor from the US, she mentioned the importance of building relationships within the classroom as being foundational to helping her students feel comfortable and to know they are well-supported in their ESL classroom.

Designed time for questions. Their TESOL room confronts the pressures of being an adolescent head-on by building teacher and student rapport. For example, the teacher is flexible with her schedule and always makes time at the end of each session for students to ask questions about any confusing topics, or what they hear their native-English-speaking peers say. As one can imagine, the vernacular and topics of conversation around the middle schooler's lockers sometimes made use of curse words or school-inappropriate topics. By providing students with a quick L2 to L1 translation or using circumlocution, the instructor always answers her students' questions. She notes how important it is for her students to know the language their peers are using, especially

if they are considering using it themselves. Her rapport and friendly delivery of answers to possibly embarrassing topics help students to keep asking questions and refrain from making them embarrassed for not understanding. It is in these types of situations that certain power-dynamics can be ascertained for the worse, or challenged for the better. In the spirit of social justice, this teacher works to combat assumptions and vulnerabilities that may face English language learners.

Use of humor. Another asset to building rapport is the teacher's skill at incorporating middle-school humor into her instruction. Among smiles and laughter, students are given a space to use their L1 to talk about their families, interests, and well-being. The teacher taught herself Spanish, which was the most common L1 spoken by her students. Speaking Spanish has proven useful to use in the beginning of class, to connect with students more personally, and especially to make new Spanish-speaking students feel more comfortable.

Long-term relationships. An especially unique element providing stability at School B is that the TESOL teacher has the same students from fifth through eighth grade. Not only does this allow for their relationship to grow even closer, but also it helps them feel more successful because their progression has been monitored using a consistent method and by a consistent source. Likewise, parents and guardians feel more closely involved and informed when communication is with the same teacher, which enhances the overall learning experience for the student. Parents also really appreciate having emails and flyers that are sent home translated into their L1.

Deliberate grouping. At School B, it is apparent that collaborative learning among fellow ESL students is instrumental towards their affective response towards L2

learning. While conversing with the teacher, she mentioned how great it makes the students feel when they can help other ELLs in the same boat when they work together. This is especially true for pairing newcomers with those who have been in the program for a little longer. Through this process students are able to see how far they have come since they were newcomers themselves while simultaneously building their confidence and increasing their empathy. She would advise that outside of the ESL pull-out room in mainstream classrooms, content area teachers cluster ELLs in groups to feel more normal and included. During the observation period, it was observed that students were most often put into small groups of two or three to complete tasks together. It is important to mindfully construct groups as a teacher and give plentiful instructions that are within their zone of proximal development so students feel they are slightly challenged yet capable of completing the task.

Scaffolding. Because the teacher at School B makes use of consistent formative assessment, she knows the developmental levels of each of her students to determine which instructional strategies are most appropriate for each level. One example of segwaying into a lesson through schematic building was achieved by asking students to first talk about their favorite fast food restaurants from their home country in Spanish. After the students said what they preferred to order at El Corral when they lived in Colombia, the teacher, transitioning from their L1 to L2, showed them how to say what they prefer to order from El Corral in English to introduce the topic of preferences. By helping students realize what they already know from their cultural funds, they are able to actively create meaning of the content and advance acquisition. Also, visual aids were consistently used to compensate for when the language function was not fully developed.

These visuals were in many forms ranging from: flash cards, music videos, scenery photos, personal visual displays, and the use of real life objects.

Shared assets present in both School A and School B. In response to the question, *In the spirit of culturally responsive teaching, how can teachers connect to linguistically diverse adolescent students on a social emotional level to promote agency and facilitate language acquisition?* School A and School B both make use of higher-order questions, theme-based units, and personal narratives as powerful platforms that allow for social emotional connection and in turn, promote agency.

Higher-order questions. It was observed that at both schools teachers used essential questions to provoke deep thinking and to connect content to students' lives. To be specific, at School A, students approached a reading passage and a set of activities that followed under an essential question. Because the passage was about “A World of Emotions” and different ways to express emotions, the book was introduced by asking “Are emotions the same for everyone?” Upon asking this question, the teacher organized a group think aloud to gauge their opinions before reading about the topic. The passage gave specific details of how expressions of happiness differ from culture to culture such as in the U.S. and in Russia. Afterwards, the teacher asked students opinions about the essential question and used this to compare the before and after results. This is an innovative way to spark interest, embed target language vocabulary in meaningful context, while simultaneously raising awareness of cultural differences. On a similar note, at School B an array of writings in the form of nonfiction, poetry, diary entries, and more were sampled under the guiding essential question, “What is cultural assimilation and how does it negatively affect people?” These ESL students looked to the passages

that they were reading about to see if like the characters, they too felt pressure to assimilate to American culture. This personal and meaningful question strongly resonated with the students in a way that increased their participation, self-reflection, and led them to question societal norms.

Theme/Content-based units. At School A, one of the observed units that students enjoyed learning about was themed around housing. Components of the housing unit included: types of housing, architectural features and designs, location of houses, rooms in the house, furniture particular to each room, describing location using directional vocabulary, and answering practical information questions regarding housing. The teacher gamified parts of the unit that relied on merely memorization to make it enjoyable for the students. Relating back to movement, when teaching directional vocabulary, Total Physical Response was a strategy that was employed to get students out of their chairs to connect their brains and bodies. Students were put in groups to work on drawing rooms on poster boards and labeling the items one may find in that room.

At School B, one of the units that was observed was embedded in social studies content. To supplement their social studies curriculum, the pull-out ESL class devoted several classes to studying the English settlers that came to Jamestown, Virginia in the early 1600s. Students focused on geography and where they are located in relation to Virginia, and England. They also focused on characteristics of the time period such as common transportation methods, technology available, the religious climate, the availability of food and agricultural life, and what colonization means. A young adult fiction book was used to supplement this content-based instruction to paint a more full picture. Overall at School A and B, material was made relevant and meaningful to

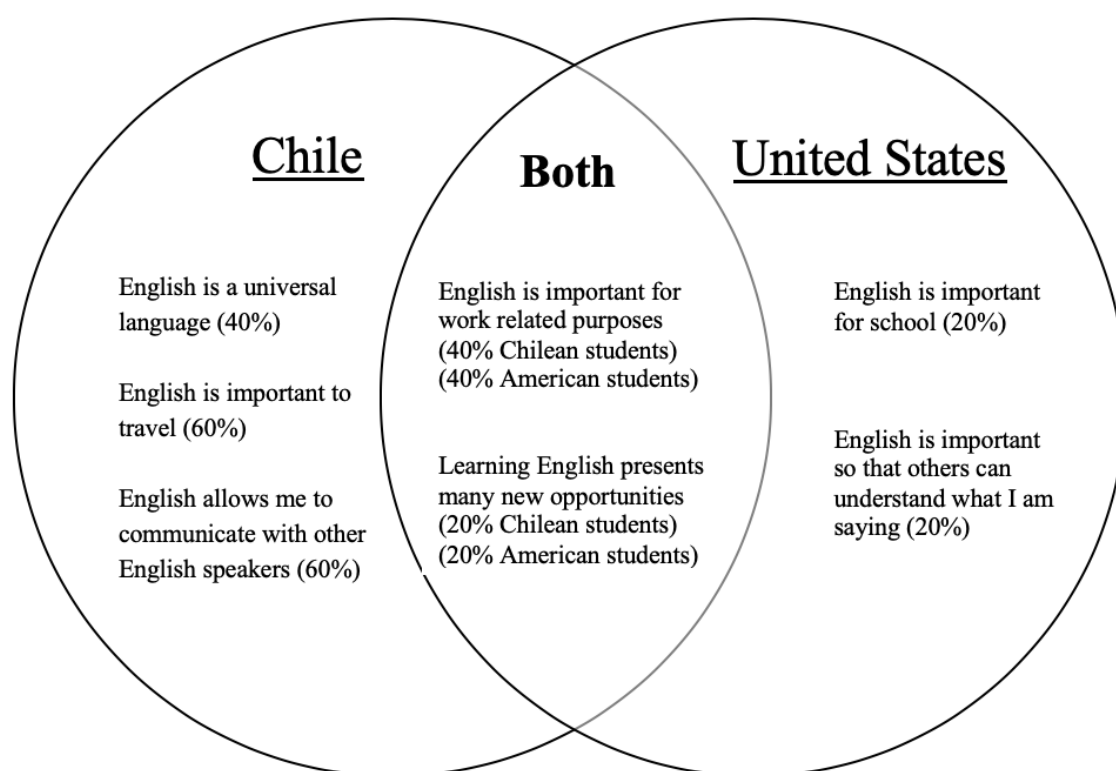
students by cohesively connecting instructional materials and contextualizing it within a particular theme or content-area.

Personal narratives. A pivotal element of allowing students voices to be heard is incorporating opportunities for students to reflect upon and recount personal narratives. At School A this takes the form of a show and tell assignment that seven minutes of class time is designated to on a daily basis. Students give a two minute presentation about the item they chose to talk about such as their pencil case, a family photo, a musical instrument, a sports ball, etc. Before presenting they have a script of what they will read written and proofread by the teacher before memorizing it. Each day three students present. Students are given the opportunity to get up and moving and help with administrative roles. For example, one student is asked to organize the rubrics, another is asked to clean the whiteboard, and a third student keeps time on his/her smartphone to ensure presentations do not exceed the two minute time limit. Students are allowed to restart at any point if they get nervous or forget something, but only one restart is allowed. Students have the opportunity to bring in photos and talk about what is important to them. At School B, personal narratives are encouraged in the classroom by looking to sources of inspiration that champion diversity. The teacher had the students watch the Ted Talk, “The danger of a single story” to encourage confidence in who they are, where they come from, and the importance of their unique voice (Adichie, 2009). In this way, students are told they are part of the solution to break stereotypes by going out into the world and being themselves.

Overall, using material that could be embedded in a themed unit, tapping into students emotions, and using content that celebrates diversity as cultural capital are meaningful ways to use materials and resources to teach a language.

Interview Questions: Results from both School A and School B

Interview Question #1. The first question revealed the way students viewed the importance of learning English by asking, “Do you feel that learning English is useful for your life? Is it a worthwhile process? Why?”. To start, 100% of the students in Chile and 100% of the students in the United States said yes. Specifics as to why they believe that learning English is useful is depicted in the graph below. Many students gave more than one answer.



The overlapping responses among the students from both schools include: English is important for work-related purposes (40%); and Learning English presents many new

opportunities (20%). For students in Chile, the most common response was that they are motivated to learn English to travel (60%) and to be able to communicate with other English Speakers (60%). Whereas for students in the US, the most common response was that they are motivated to learn English for work-related purposes (40%). It is interesting to note that students in Chile gave more reasons per student per response for why English was useful.

Forty percent of students in Chile mentioned English being a universal language and sixty percent mentioned English as something that would enable them to travel. On the other hand, zero percent of students in the US mentioned either of those two. It can be deduced that the Chilean students see themselves in relation to the rest of the world on a more prevalent scale compared to students in the United States due to the theme of global citizenship prevalent in their school culture.

The answers that the students gave in the US school can mostly be related to their circumstance of learning English as a second language, the content-based instruction that they are engaging with on a daily basis could account for why they believe English to be important for academic purposes. With a great emphasis placed on passing exams and staying on grade-level track, it is inevitable for these students to feel the pressure of being able to use their L2 across the curriculum. It can also be hypothesized that American culture has the ability to subconsciously, sometimes consciously permeate schools with the ideology of following the “American dream” and championing democratic ideals. This hypothesis is corroborated based on the students' response of seeing English as presenting new opportunities, especially employment. Their opportunistic mindset towards learning English as a second language may be fueled by past experience in South

America where a linear process of going to school, doing well, and getting a job was not as normalized; or, it may not have even been something talked about as being a possibility.

Interview Question #2. The second question indicates how students view themselves as learners and the role students assume in the process of learning. The question all of the students were asked is as follows, “Do you feel that it is a part of your role as a student to take charge of your own learning?”

	Response:	Fraction:	Percentage:
Students in Chile	Students who are satisfied with the effort they put into their learning	1/5	20%
	Students who believe they could be better at taking more responsibility for their learning.	1/5	20%
	Students who explicitly state it is the role of the student to be the one in control of the learning	2/5	40%
	Students who explicitly state it is the role of the teacher to be the one in control of the learning	0/5	0%
	Students who believe it is the role of both the teacher and the student to work together to learn.	1/5	20%

	Response:	Fraction:	Percentage:
Students in the US	Students who are satisfied with their effort they put into their learning	1/5	20%
	Students who believe they could be better at taking more responsibility for their learning	1/5	20%

	Students who explicitly state it is the role of the student to be the one in control of the learning	3/5	60%
	Students who explicitly state it is the role of the teacher to be the one in control of the learning	0/5	0%
	Students who believe it is the role of both the teacher and the student to work together to learn.	0/5	0%

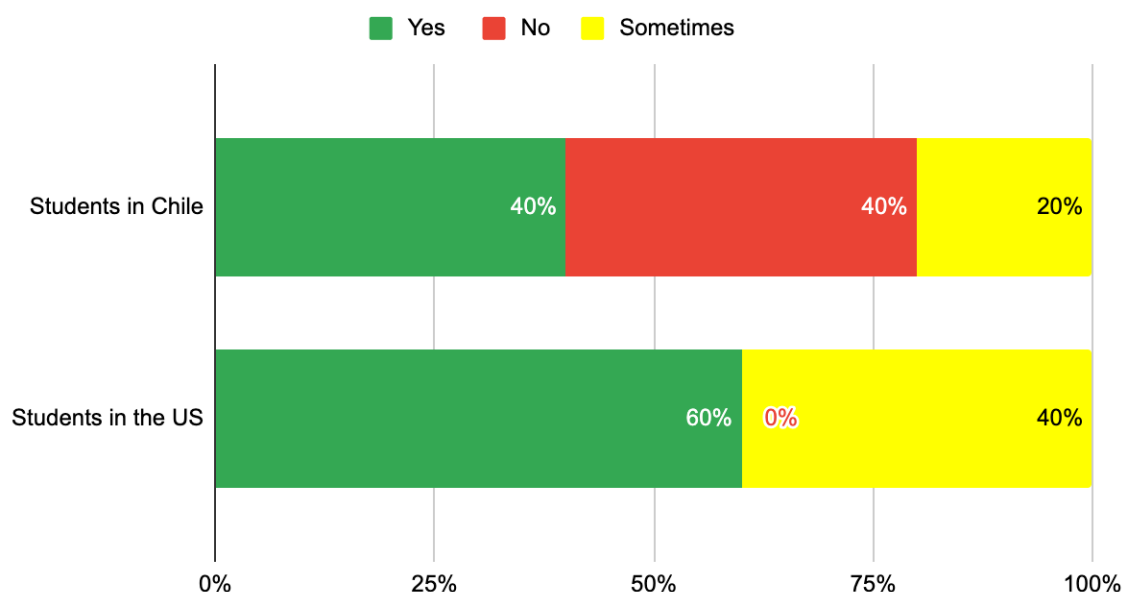
In both countries, the predominant student response was that it is primarily the student's responsibility to direct learning of the target language. There are several conclusions that can be inferred from these results. First, this can be interpreted as there are many students motivated to learn English and have a strong language learner identity from which they can draw upon when answering these interview questions. Another possibility is that the learning environment is suitable for students to explore and interact with the target language within their zone of proximal development. It may be these students who commonly feel success in their classroom and feel comfortable as independent learners, likely to self-regulate and exercise autonomy.

One noteworthy distinction is how 40% of students in Chile said it is predominantly the role of the student to regulate his or her own process of learning. Whereas in the United States, 60% of students stated it is the role of the student. This may be due in part to their identity as ESL students where there is perhaps more influence and pressure to learn English. Because they are surrounded by English L1 speakers, they may be able to internalize their process of learning English as something particular to their circumstances as an L2 speaker.

It is surprising to see a variety of answers from the Chilean students considering the flipped-classroom approach to learning in each of their academic classrooms. As mentioned before, the intent of implementing the flipped classroom approach was to foster a sense of self-control of student learning. However, the varying responses about how students view their role in their classroom suggests that the flipped classroom does not clearly set up students to take 100% responsibility for their learning. Although, it is important to note that every student described some student accountability, the majority of which said it is the responsibility of the student to take on language learning themselves.

Interview Question #3. The third interview question asked students, “Do you believe your classroom is a community in which you can authentically express yourself?” The students in Chile had a variety of answers ranging from yes, no, and sometimes.

Interview Question #3 Results



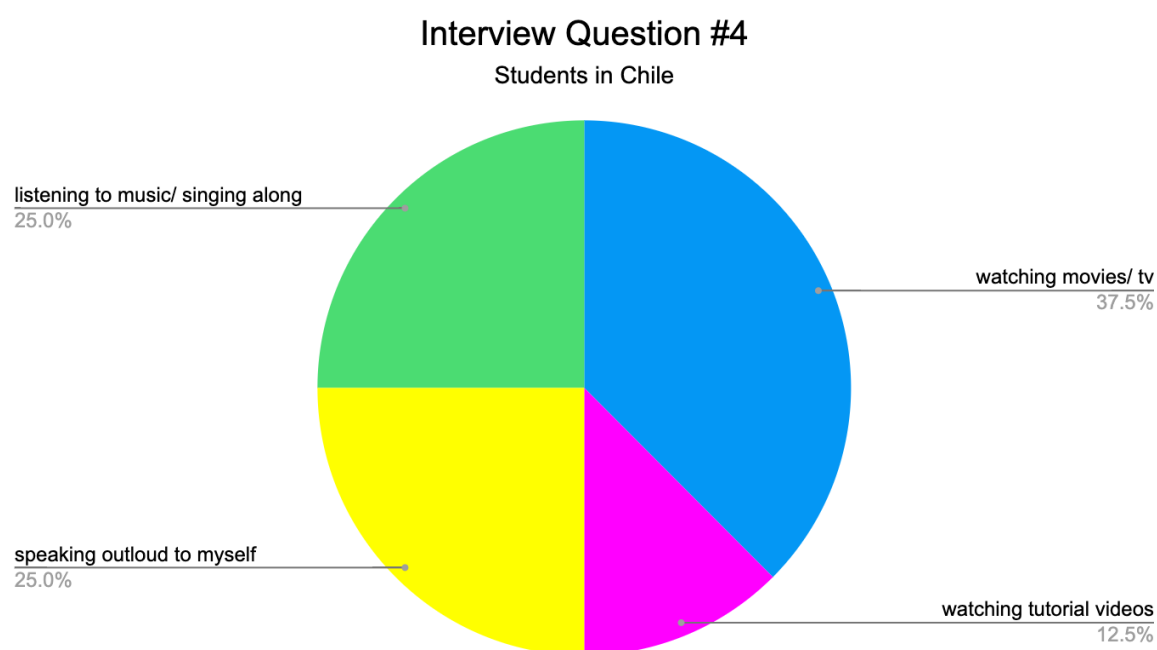
In Chile, the majority of students were split in half between “Yes” and “No” and the remaining said “Sometimes”. In the U.S., the majority of students said Yes and the minority said Sometimes. These results show that there is more of a shared feeling of community in the United States compared to Chile. Collectivist and individualistic archetypes do not seem to affect the way students view their language learning identity because if they did, the results would be flipped.

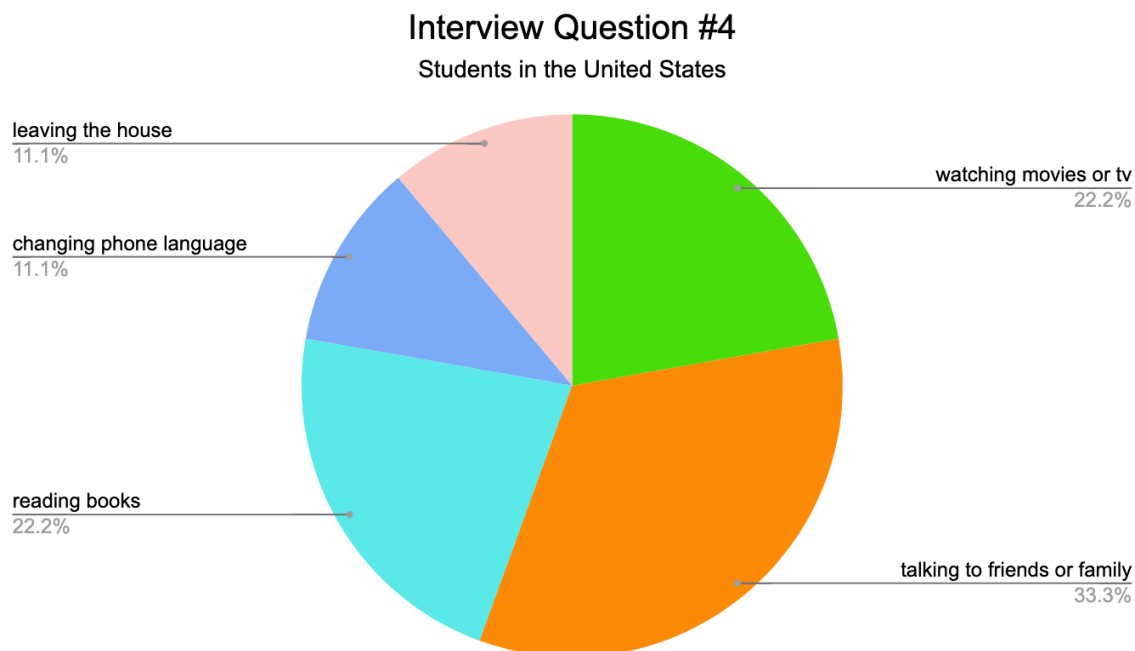
In Chile, the reasons the two students gave for why they do feel their classroom is a positive community is that they can talk to whomever and talk about problems or things they do not understand. Students who said they do not believe their classroom is a community best suited for their needs said so because there is always a lot of noise; it is difficult to express how they feel in another language; there are students who don’t respect one another; and how there are students who are problematic but apologizing doesn’t work, so, when they keep taunting it makes others feel bad. In the United States, it is significant that none of the participants said their classroom does not have a community appeal. Reasons that students gave as to why they considered their ESL instructional support classroom include: no criticizing when expressing ideas, it is okay to speak Spanish when meeting others, feeling confident in myself, and relating to peers because everyone came from a different country. Reasons students gave as to why they sometimes believed it to be a positive community and sometimes a negative community are the following: sometimes getting embarrassed when peers look at me when speaking, and even though most people in my class accept me, some who aren’t in my class don’t.

Based on the students' interview questions, it is clear that they are sensitive to whether or not certain people will accept them which is quite common from students of

the adolescent age. Wanting to be accepted and this insecure feeling is most certainly amplified for these ELL students as shown in the data. Teachers and schools failing to incorporate social emotional techniques will leave these students left to think their differences are seen as detriments. Their native language, skin color, love of fútbol, family traditions, and more will no longer be welcomed in the classroom as cultural capital, but rather stifled, perhaps resulting in a loss of L1 and/or a conflicted sense of identity. Therefore, the importance of creating a classroom community is validated as foundational to learning and agency.

Interview Question #4. The fourth and final interview question asked was, “What do you do to practice English outside of school?”





These results show that in Chile, the most common way students engaged with the target language outside of class is watching movies or TV shows in English (37.5%). It is important to note that one way to be agentic learners that is embedded within the flipped classroom approach is watching the video modules, taking notes, and coming to class prepared. Only one student mentioned watching video tutorials as a way to extend his or her language learning. From observation and voiced concern from the English department, the majority of the students do not bother to watch the videos. At the same time, none of the teachers hold their students accountable to watch the videos. Knowing this information and with a no homework policy in place with the exception of the module videos, the flipped classroom approach proves to be ineffective in promoting self-regulation.

Looking back at the results, the most popular response in the U.S. was “talking to friends or family in English,” (33.3%). One class period, a student asked the teacher for the next book, written in English nonetheless, in her favorite book series to continue reading for pleasure at home.

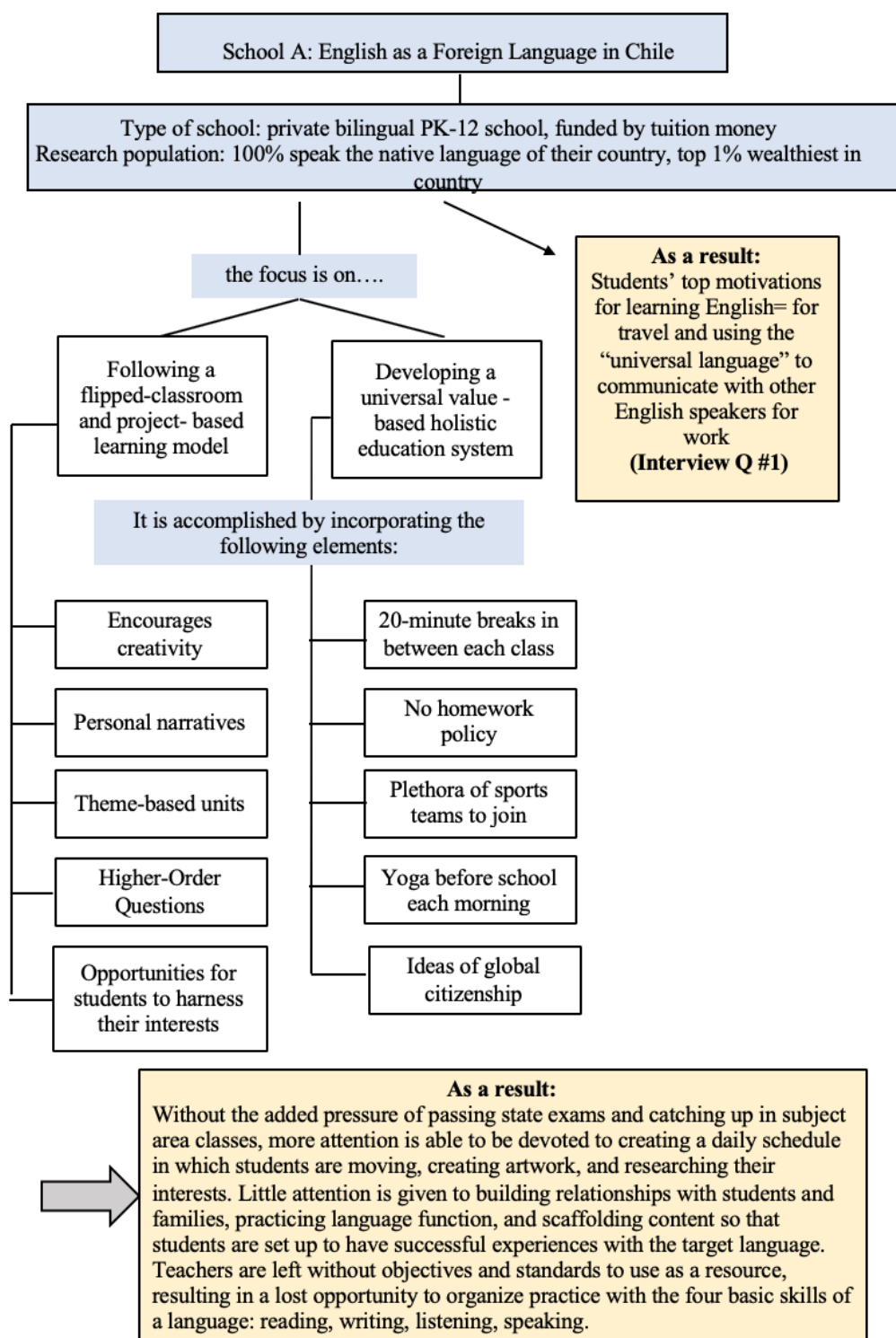
The ways students practice English shows that the EFL students are more likely to take on a passive role in learning the language by listening and watching programs; whereas the ESL students are more likely to approach language learning in a sociocultural, communicative manner. However, in the U.S., student responses show evidence of their awareness of the omnipresence of the English language in their everyday lives. Being able to talk to friends and family in the target language, read books in English, and simply leaving the house are all specific to the fact that they are living in a country that predominantly speaks English. Therefore, students in Chile have to seek out opportunities more intentionally because they are not surrounded by the target language like students in the United States. Does this suggest the Chilean students are more creative and willing to seek out opportunities to practice their language skills? It is hard to determine because of the completely different circumstances of the two demographics studied.

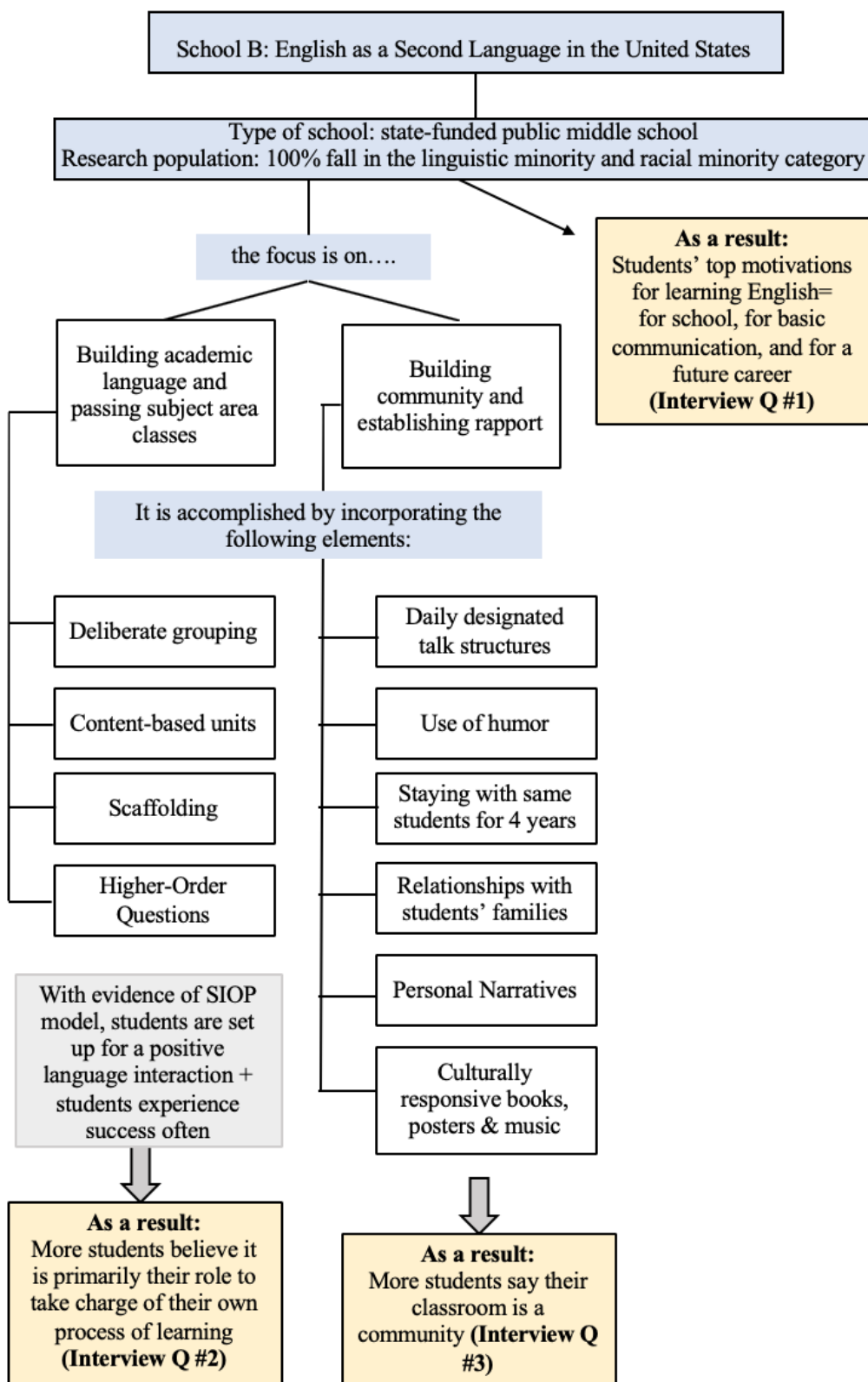
While it cannot be decided which population of students does more or less to learn English on their own outside of school, these findings suggest the differences in ways to independently take on language learning depending on the forms of language acquisition. This is useful for future educators to keep in mind when considering what resources may or may not be available for their students to take advantage of outside of the classroom. It is also important to remember for teachers with linguistically diverse

students not to assume that merely living in a dominantly English language speaking United States is an end-all be-all method for language acquisition. As mentioned in the literature review, Krashen's comprehensible input model is insufficient for academic success. It is not enough to be surrounded by the target language, ESL students need sheltered instruction, positive relationships, and an inclusive respectful community for academic achievement to be viable for all learners.

Section 4: Themes among the Data

Across both School A and School B, there are several themes that emerge which depict a more full picture of the relationship between the medium of language learning (ESL, EFL), the instructional strategies in the classroom, and the students' understanding of the nature of agency. Looking at these two schools it is clear the use of different elements in the classroom determined whether or not it was an acquisition-rich environment. To synthesize the observation findings and the interview question results, charts will be used to demonstrate the aforementioned connections at each school.





At School A, the design of this bilingual, flipped-classroom, universal value-based and project-based school there are positive and negative takeaways. Placing an emphasis on movement and exercise throughout the day gives students the brain breaks they need to form stronger synapses and enhance memory. The project-based learning push may be fruitful in certain exercises that foster students' creativity when scaffolded and modeled with care, but proved to be off-topic, untimely, and objective-less when students were asked to incorporate language function. At School A, the show and tell activity is an example of how to designate time for personal narratives in the target language. As observed, it scaffolds presentational communication in a way that is manageable, level-appropriate and involves feedback throughout the process. The fact that this presentational speaking assessment is built into the structure of the class helps students to self-regulate because it is routine practice. Also, assigning different administrative tasks for different students created a rhythmic learning process that involved the whole class. Unfortunately, the few positives that were observed are undermined by the outweighing negatives. Group work during class was meant to build off of the video module content that students were asked to watch before class. This was only in theory because the daily pattern was that students would not watch the video, teachers would not hold them accountable for watching the video and the in-class activity would not support student growth or learning. Never mind language acquisition either because they were not held to the expectation of speaking the target language during class time. As a result, many were frustrated at being asked to do something that was so out of their reach that they gave up on the activity and reverted to talking with their peers about non-school related topics. Before looking to School A for inspiration to promote agency

and language acquisition, one should bear in mind the school's lack of formative assessment, neglect of standards, objectives, goals and holding students to high standards, disregard for integrating the four language skills, and absence of data regarding the flipped classroom model.

Despite differences in sociopolitical contexts, there are key elements to these language learning classrooms, which seem to support students regardless of the medium of their English instruction. To be specific, it is evident that both schools make use of the research-based strategies of incorporating student narratives, asking authentic, higher-order questions, and organizing content into theme-based units. Incorporating student narratives was an opportunity for students to connect target language use with share ideas, opinions, and affirming cultural identity through meaningful narratives. Authentic questions are useful to augment deeper thinking and to practice critical thinking and self-reflection. Using theme-based authentic tasks help students to build schema and to see the purpose of engaging in these activities. It is also another way to include student's interests within the curriculum to create a more meaningful language learning experience.

Looking to other elements that contribute to the overall language learning environment, the flipped classroom model in the English as a foreign language classroom provided the platform for student-led inquiry, but the execution, or lack thereof, hindered students' ability to practice reading, writing, speaking, and listening in the target language. On the other hand, learning English as a second language at School B through building community and using elements of the Sheltered Instruction Observation Protocol formalized technique was more effective in promoting language acquisition.

In addition to the three shared strategies mentioned above, there are other necessary elements to promoting agency, as School B demonstrated. In line with other studies (Mameli et al., 2019), a sense of community predicts student agency. This result denotes the value of positive teacher and student relationships and culturally responsive teaching. Reasons why successful meaningful language interaction were prevalent at School A include how the teacher made use of formative assessments to understand their proficiency level, design lessons according to their stage in the language acquisition development, and scaffold the culturally relevant instructional material pertaining to theme-based units to help students make meaning and draw connections. When students feel they are part of a learning community and have opportunities to experience success on a consistent basis, interview results show that they are more likely to say they have more of a responsibility as a student to take charge of their own learning and more likely to say their classroom has attributes of a community. For the majority of schools in the United States, if not all, the circumstances of ESL students will be similar to that of the students at School B. Therefore, it would be resourceful for educators in the U.S. to mirror School B's use of sound classroom structure and using content as a way to meaningfully connect to students' cultural background. It can also be said that for schools around the world, this research is transferable because SIOP and community-building include elements that any teacher can make use of if he or she decides.

Section 5: Summary

The aim of this study is to gather a list of ways that School A and School B use language instruction as a means to foster agency for their adolescent language learners to see which of the instructional techniques are most effective. Through observation, this

study identifies the positive instructional techniques within the individual school that speak to effective language acquisition and promoting agency. From School A these instructional affordances include creativity outlets through project-based learning, incorporating movement throughout the day, and centralizing their education system around the idea of global citizenship. Completely different from School A, is School B's affordances of using culturally responsive instructional materials, building rapport, intentionally grouping students, and scaffolding content to make learning more accessible. The commonalities among these two schools are organizing curriculum around content/theme-based units, challenging students to think critically using higher order questions and allowing students to use the target language to give personal narratives.

This study then continues to assess how these instructional practices affect students' interpretation of their classroom by asking interview questions. The interview questions conducted in Spanish, the L1 of each student interviewed from both schools, reflect the students' motivations for learning English, how they view their responsibility as students to self-regulate, their sense of community, and the way they carry out learning at home. The first interview question results showed how students' reasoning as to why they believe English is important speaks to the medium in which they learn English. The second and third interview question can directly relate to the instructional strategies that teachers observe. More students at School B felt that their classroom was a community and more students at School B felt that it is their role as students to take charge of their own learning. This leads to the positive analysis of the teacher's instructional elements at School B as being more instrumental to the students' attitude toward their language

learning process. However, School A's incorporation of movement and creative outlets and promoting global citizenship should be regarded as sound social emotional teaching strategies to supplement those of School B's. Interview question four resulted in a discussion regarding the readily available resources for students to take part in independent language learning and how EFL students are more likely to take on more passive roles compared to ESL students taking on more social and active roles outside of the classroom.

Chapter 5

Summary, Conclusions, and Recommendations

Section 1: Significance of the Study

This study provides insights into classroom pedagogy on a global scale. By looking at two learning environments on two different continents, this study sheds light on the attitudes, motivations, and framework behind learning English. The research question of this study focuses on ways educators can prepare themselves to meet the needs of their linguistically diverse students at the adolescent age. This is a topic of current interest because of the statistics showing the growing English language learner population in the United States. Also, as our world becomes more globalized, English is expanding to language learners all over the world. In terms of meeting adolescent needs, this group of students are particularly concerned about what their peers think of them. Their brains are undergoing vast development and they are in need of stimulating activities to capture their attention. Creating a welcoming safe space for students to practice and take risks with language that is presented in a fun interesting way will engage adolescents and diminish their self-consciousness. This research question and data has many implications for best teacher practices as it emphasizes the importance of culturally responsive teaching and creating classroom community for enhanced language learning and promoting agency among adolescents. Agency is of relevance for this group of students for several reasons. Not only are adolescents in the stage of life where they are grappling with an emergent desire of independence and self-regulation, but also ELLs are one of our school's most vulnerable populations. They are more likely than any other population to fall behind in school. They deserve to experience success inside the classroom and outside the classroom. They also deserve to be able to experiment with

their L2 in a safe space, cultivate their interests and identity, and think about what it means to become lifelong learners capable of success. Learning through social interaction helps students to understand their importance, the importance of their peers, and realize the profound influence their relationships with others have on their individuality.

Because there is very little research done about learner agency for adolescent students this comparative study will be of use for the field. Also, these results indicate that these strategies are well within educators' reach to understand and implement in their classrooms. so that all schools can champion the assets that linguistically diverse students bring in a culturally-responsive and social-emotional spirit.

Section 2: Summary of the Study

The research and findings of this study are an attempt to respond to the following questions: *In the spirit of culturally responsive teaching, how can teachers connect to linguistically diverse adolescent students on a social emotional level to promote agency and facilitate language acquisition?*

This study was designed to:

- 1) Explore the tenets of culturally responsive teaching and its impacts on linguistically diverse students
- 2) Identify the best techniques for English language acquisition across two distinct contexts where motivations for learning the language are vastly different.
- 3) Find commonalities between acquisition-rich classrooms and agency-promoting classrooms to paint a fuller picture of ideal language learning conditions

The nature of this study is applicable to all educators interested in meeting the needs of linguistically diverse students regardless of whether or not they are language

specific teachers. Both public and private schools in the United States and other parts of the world can use this study to deduce ways to make content more accessible and meaningful to students. It is directed more specifically to those who work as language educators to further the research of the way in which the structures of language education can be directed towards promoting agency.

This study takes place in the following two locations: one in a private Pk-12 bilingual school in the suburbs of Santiago, Chile in an English as a foreign language classroom, the other in a public middle school pull-out ESL classroom in a medium-sized city in the Midwestern region of the United States. The research was conducted by an undergraduate student in the Department of Teacher Education at a medium-sized private university in the Midwest. This research of two cases resulted in a comparison and analysis of the data. The data collection process was designed by recording observations from each school setting, talking informally with teachers from both schools, after a few weeks in the school settings conducting interviews with five students from each school.

The study began with a literature review regarding theories of sociocultural learning, agency, and practical ways to integrate these two for language acquisition in a culturally responsive fashion. Following the review of the literature, data were collected and the results were analyzed for emerging themes. The data were analyzed through content analysis and comparative methods. First, the observations were searched for emerging themes, next the interview questions were scanned to summarize student responses from each school, finally the interview questions were related back to the observations to see which elements had an influence in which interview questions. The

observation data were analyzed separately among School A and B, and together for the interview question data.

Section 3: Conclusions

This study was guided by the question: *In the spirit of culturally responsive teaching, how can teachers connect to linguistically diverse adolescent students on a social emotional level to promote agency and facilitate language acquisition?* This study was designed as a case study of two language learning contexts from different regions of the world.

The study resulted in many themes regarding the ways teachers can connect to students on a social and emotional level to be effective language instructors as well as to promote agency. Among these themes are: deliberate grouping, content/theme-based units, scaffolding, higher-order questions, outlets for creativity, incorporating movement, promoting global citizenship, exploring interests, and building community. Within the role of building community to foster agency includes: personal narratives, daily designated talk structures, use of humor, building relationships with the students' families, utilizing culturally responsive resources in and around the classroom, and staying with the same students for four years. These themes were mostly taken from School B with the exception of four themes from School A.

When considering best holistic teaching practice, alluding to SIOP and looking for evidence of its elements among the data, was intentional to this in an attempt to validate the formalized model as effective in addressing the needs of linguistically diverse students. The study identifies the research population as adolescent students learning English as a second language or a foreign language. The review of the literature

in Chapter 2 identifies the reasons SIOP is needed and the potential assets the model can bring to meet the needs of students learning English as a second language. Its elements have been empirically researched and tested so that they would be transferable to other language learning contexts like English as a foreign language, as is such at School A. The study then establishes itself as accessible to other educators and adaptable to all learning environments, especially those where language plays a role.

Section 4: Implications

The main aim of this study is to address the fact that English language learners are currently the fastest growing student population and all fifty states lack the educators prepared to meet their needs. To narrow this breadth of research, the adolescent age group was selected as the research population and the research then became focused on using culturally responsive teaching characteristics as a way to connect to students' social and emotional wellbeing to give them agency in their learning process.

This research provides an international comparison of two classrooms dedicated to learning English to better understand how students learn best. It results in a comparative case study analysis to determine that the classroom with the most prominent instructional affordances instilled a sense of community among the young adolescents and a greater inclination to self-regulate by virtue of having the responsibility of a student. This study also presented the ways students practice English outside of the classroom so that educators can get a better sense of the resources available to them outside of the classroom as well as their propensity towards independent language learning.

This research is especially timely for educators in the United States because of the political rhetoric surrounding immigrants and speakers of other languages. Given the current political tone, it is even more important for teachers to look at grounding their practice in social and emotional principles and realize that along with their profession comes advocating for social justice for all their students within the classroom and outside the classroom.

Section 5: Recommendations for future research

This study focused on the many ways to build community and to appeal to adolescents' emotional brain for linguistically diverse students. It is quite possible that these students are coming from difficult backgrounds involving immigration or refugee camps. Further research on community building and brain development may extend to students who have experienced trauma or students who come to the U.S. with considerably different schooling backgrounds.

Another recommendation for future research is the measurement of effectiveness of a flipped-classroom design for the benefit of students at School A, for example, who are expected to fully participate in this learning model. While this study identified the flipped classroom as a contributing factor to the overall daily learning environment, it did not research methods to effectively engage students to watch the video modules or review the content in class. Also, research regarding whether or not agency is relevant for elementary schoolers may be of interest for future research. Research may discuss how self-regulating in the classroom can be practiced as a skill to develop to later expound upon.

Section 6: Summary of Chapter 5

This case study of culturally responsive teaching strategies to connect with students on a social emotional level to advanced language acquisition and instill a propensity towards agency is valuable to the current trend in research towards mindfulness and social emotional learning. It is also relevant towards research about the needs of linguistically diverse students and ways to meet those needs. Little research has been done about multicultural education and ways to promote agency for adolescent students. This study was designed to help schools adopt structures that let linguistically diverse students know that their diversity is welcomed and celebrated; so much so, that they seek new learning opportunities, experiment with their emerging independence and are confident in their L2 language identity.

Within this study, the SIOP model is referred to as an already-researched, empirically-tested, effective and accessible resource for mainstream teachers who have diverse students in their classes. Along with Vygotskian theory and research on culturally responsive language learning strategies the study serves its purpose by expanding its accessibility to all educational personnel.

Through analyzing the data, a detailed list emerged of instructional practices for linguistically diverse adolescents that seeks to promote agency and language acquisition. Included within these recommendations are: deliberate grouping, content/theme-based units, scaffolding, higher-order questions, outlets for creativity, incorporating movement, promoting global citizenship, exploring interests, and building community. Within the role of building community to foster agency includes: personal narratives, daily designated talk structures, use of humor, building relationships with the students'

families, utilizing culturally responsive resources in and around the classroom, and staying with the same students for four years.

Recommendations for future research include equipping teachers with tools to meet the needs of trauma-impacted students, students with very different schooling backgrounds, the effectiveness of a flipped classroom design, and extending the promotion of agency among all grade levels.

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Appendix A

Parental Consent for Minor/Child to Participate in a Research Project

UNIVERSITY OF DAYTON**Parental Consent for Minor/Child to Participate in a Research Project**

Project Title:	Agency Among Linguistically Diverse Students: A Comparative Study of Adolescent English Language Learners in Chile and America
Investigator(s):	Kristen Travers
Description of Study:	Through interviews and classroom observation, I will be studying techniques that educators use to increase their students' sense of agency. I will ask students how they feel about their own process of learning English.
Adverse Effects and Risks:	N/A
Duration of Study:	5 minutes
Confidentiality of Data:	This data will not be shared with anyone else and your child's name will not be used.
Contact Person:	<p>Parents or guardians of participants may contact:</p> <p>[Kristen Travers, traversk1@udayton.edu, +1 201-803-2453]</p> <p>[Dr. McIntosh, mcintoshn1@udayton.edu, and phone number]</p> <p>If you have questions about your rights as a research participant you may also contact the chair of University of Dayton's Institutional Review Board, Candise Powell, J.D., at (937) 229-3515, IRB@udayton.edu.</p>

Student's Full Name (please print)

Parent's Full Name (please print)

Parent or Guardian Signature

Date

Appendix B

University of Dayton - Participant Assent Form

TITLE OF STUDY: Agency Among Linguistically Diverse Students|

Who is doing this research?

Kristen Travers

Why should I do this?

The purpose of this project is to determine how a classroom is supporting an English language learner to express him or herself, and have an opportunistic mindset about learning.

How long will it last?

You will be tested in one session which will last about 5 minutes.

What will happen?

The student will be asked how they feel about learning English.

How will you feel?

You will feel normal.

Will anyone know I'm doing this?

The University of Dayton knows I will be conducting this research. However, we will keep your confidentiality. Your name will not be used at any point in the thesis.

What if I have questions or am worried about something?

If you have questions, you may talk to Kristen Travers (traversk1@udayton.edu, +1-201-803-2453)

Consent to Participate

I agree to work with Kristen Travers on this project. I understand all that is expected of me and promise to do my best. Kristen has answered all my questions. I understand I may stop this activity at any time.

Participant's Name

DATE

Participant's Signature

Researcher's Name

Appendix C

Interview Questions

Interview Questions Asked (in Spanish):

1. ¿Te sientes que aprender inglés es útil para tu vida? ¿Es un proceso que vale la pena? ¿Por qué?
2. ¿Sientes que es parte de tu papel como un estudiante hacerse cargo de tu propio aprendizaje?
3. ¿Sientes que tu sala es una comunidad en la que puede expresarse verdaderamente?
4. ¿Qué haces para practicar inglés fuera del colegio?

Interview Questions Translated (in English):

1. Do you feel that learning English is useful to your life? Is it a worthwhile endeavor? Why?
2. Do you feel that it is a part of your role as a student to take charge of your own learning?
3. Do you feel that your classroom is a community in which you can express yourself in an honest and authentic way?
4. What do you do to practice English outside of school?