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Positioning of English Language Learners and its Power on Classroom Learning Opportunities and Interactions

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Positioning of English Language Learners and its Power on Classroom Learning
Opportunities and Interactions

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in Curriculum and Instruction

by

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Abstract

In this qualitative study, the researcher investigated four aspects of positioning used by teacher and ESL students in a mid-south state of the United States. This study was based on the Positioning Theory of Davies and Harré (1990). The study aimed to explore various types of positioning used by the participants and how they impacted social interactions among the students and between them and their teacher. The researcher used four questions to outline the scope of the research, focused on: 1) how ELLs' different positioning in the ESL classroom promoted or limited their learning opportunities; 2) how the ELL teacher positioned the students according to their language level into powerful or powerless; 3) how the ELL student participants positioned themselves and shaped their identities when interacting with their classmates, teacher, and the researcher; 4) how the classroom seating arrangement (as a type of positioning) promoted or limited learning opportunities. The original number of student participants was 17 from two different classes, as well as two teachers. After observing both classes extensively, the researcher decided to focus on two students and their teacher from one classroom and consider them as the focal students for this study. The study was based on collecting classroom observation data from interactions using audiovisual recordings, interviews, field notes, and other related documents. After careful analysis of the research data, the researcher found that the two focal participants were the most engaged in classroom discussions because of the different ways they shaped their identities. These participants positioned themselves and were positioned differently by their classmates and ELL teacher as powerful, responsible, expert, good learner, model student, and in some cases as shadow teacher. Additionally, the findings of this study showed that the different positioning by these students was due to the different motivational factors used by the two students, their culture, their gender

identity, and their personalities. The classroom teacher played an important role in some of the positioning aspects used by the students while learning their second language. The classroom seating arrangement and instructional methodologies promoted, and sometimes limited, the learning opportunities for the students.

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Dedication

To the spirit of my beloved father, Mr. Nafea Hammed Alzouwain. I know that I lost you when I was six, but you have always inspired me and I have always dreamed about making you proud of me. I know you are watching me and I hope you are proud of what I have done. I love you.

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CHAPTER ONE: INTRODUCTION AND BACKGROUND

Language learning is complex because it involves the interaction between different variables to help learners acquire their target language faster. There are many hypotheses that contribute greatly to the field of Second Language (L2) acquisition such as Comprehensible Input (Krashen, 1985), Comprehensible Output (Swain, 1985), and Interaction Hypothesis (Long, 1996). However, learning an L2 may not be comprehended by language input or output only (Firth & Wagner, 1997; Norton, 2000). Firth and Wagner (1997), and Norton (2000) presented the role of cultural, social, and political contexts in explaining the use and the process of L2 learning by adopting post-structural and social approaches. Scholars adopted many theories and approaches such as Positioning Theory (e.g., Davies & Harré, 1990), critical theory (e.g., Firth & Wagner, 1997; Kumaravadivelu, 1999), discourse analysis approach (e.g., Fairclough, 2001; Gee, 2008), sociocultural approach (e.g., Penueel & Wertsch, 1995), and post-structural approach (e.g., Norton, 2000) to help understand language acquisition by language learners. Recently, many scholars in the field of second language acquisition have adopted Positioning Theory to explain L2 classroom dynamics. Harré (2004) defined Positioning Theory as “the study of the nature, formation, influence and ways of change of local systems of rights and duties as shared assumptions about them influence small scale interactions” (p. 30). Positioning Theory plays an important role in helping scholars understand why some language learners acquire an additional language faster or slower than their classmates.

The success in any second language acquisition process depends on the interactions between learners and their classmates and between learners and their instructors. It is the responsibility of instructors to build a sociocultural environment that facilitates the target language learning. One of the main theories that explains the sociocultural interaction is

sociocultural theory. Sociocultural theory (Lantolf, 2000) depends on the ability of the instructors to design communicative classroom activities that are socially mediated. Kayi-Aydar (2013) stated that the purpose of designing communicative classroom activities is to help students learn from each other via sharing experiences and collaborative talk to increase the learners' cognitive performances to the highest level as compared to learners working alone. Kayi-Aydar (2013) further stated that the relations between powers and beliefs about pair and group work may suppress learners from participating in dialogue-based guided support. While learning English, ELLs face many challenges that serve as impediments for their English learning process. Teachers can conquer these challenges through using techniques to encourage support between students and take advantage of scaffolded talk. My goal in this research study was to understand how ELLs negotiated and shaped their identities when interacting with their teachers and classmates and the effect of this interaction on classroom participation and learning opportunities. There were 17 ESL high school students from two classes and two teachers originally participated in this study. After extensive observation to both classes, the researcher decided to choose two students and their classroom teacher as the focal participants for this study.

Statement of the Problem

There is a gap in the literature regarding certain aspects of classroom positioning and interaction for ELLs and their teachers. This gap is mainly related to their ability to participate and engage in classroom discussions with their teachers and peers. ELLs acquire their L2 differently depending on their language background, positioning by teacher and classmates, positioning for self, culture, motivation, gender identity, challenges, and future career goals. The researcher identified some of these factors as affecting factors in her unique group of ELLs. The

researcher then discussed her finding and focused on possible solutions to help promote the language learning process as future recommendations that can be adopted by similar classrooms. This study sought to offer solutions, provide details about the reasons behind each type of positioning used by this unique group of students, and offer recommendations on how to address these challenges and improve the learning process of this group of learners.

Purpose of the Study

The purpose of this study was to examine the different types of positioning used by the classroom teacher and ELLs and how they impacted classroom discussions and social interactions among the students and between the students and their teacher. In general, when students participate in classroom discussions, it means they are more engaged. Students' engagement is a critical factor in facilitating their success. The following were the questions that originally motivated the study:

1. How do ELLs position themselves in relation to their gender identity?
2. How do ELLs position themselves in relation to social and cultural orientation?
3. How do ELLs' different positioning increase interactions?

As the data collection process proceeded, these questions became irrelevant, so I modified the research questions to match the data collection. The following were the new questions that guided the study:

1. How do ELLs' different positionings by the classroom teacher and/or classmates promote or limit learning opportunities?
2. How does the classroom teacher position her ELLs based on their language level into powerful or powerless?

3. How do ELLs position themselves and shape their identities, when interacting with their teacher, classmates, and the researcher?
4. How does classroom seating (as a type of positioning) promote or limit language learning opportunities?

Significance of the Study

This study helped identify the different levels of positioning by participants.

Understanding positioning and its relation within the level of class participation helped the researcher develop a plan to improve the interaction and class participation and ultimately improve the English language acquisition process. The results of this study can help the teachers and students in this school as well as other schools in this high percentage ELL school district.

Limitations and Delimitations

As this study examined the different types of positioning of ESL high school students in one high school and with one teacher through classroom interactions, generalization of the results to other schools' is not possible. The first limitation for the study was the sample size; only two students and one teacher for main focus. The students' willingness to participate in this study and provide meaningful versions of their experiences was limited as was the time available for the interviews. Time was one of the research limitations; after initial data collection more hours of interview with the main participants would have been helpful. In addition, there was a lack of classroom interaction for analysis, probably, as least in part, because the reading level provided in class was higher than the students' reading, writing or speaking ability. It was difficult to discern what part positioning played in producing/reducing classroom interaction.

The student is limited to one region of the US, one high school, one teacher, and essentially two students. The delimitations of this study were related to the researcher's decision to analyze only

one class due to the huge amount of data collected. In addition, only two students were chosen as the focal participants in this research study.

Assumption

My assumption was that the participants (students and teacher) answered the qualitative questions truthfully to the best of their knowledge. Also, they were behaving as normally do when I was not in the classroom.

Definitions of Key Terms

First Language (L1). L1 refers to the initial language that is acquired at the individual's youngest age of language development, which can refer to the native language or mother tongue language of a people (Crystal, 1991).

Second Language (L2). L2 refers to a language that is learned after the person's native language. It also refers to "a language other than one's mother-tongue used for special purposes, e.g. for education, government." (Crystal, 1991, p. 194).

English Language Learner (ELL). Refers to a student who is in the process of acquiring English and whose native language is not English, or an individual who comes from a background where English is not the spoken language (O'Malley & Pierce, 1996).

Second language acquisition. Refers to "the study of how native speakers of one language acquire another" (Parker & Riley, 2005, p. 214).

English as a Second Language (ESL). ESL defined as "The teaching of English to speakers of other languages" (Snow, 1986, p. 3) using English as the medium of instruction in schools, media (television, radio, and newspapers), and the language of the majority, or where English is the official governmental language (Snow, 1986).

Language proficiency. language proficiency as defined by Enright and McCloskey (1985) is “speakers’ successful accomplishment of their communicative intentions across a wide variety of social settings” (p. 434).

Classroom events. Classroom events as defined by Enright and McCloskey (1985) as “segments of the interaction that teachers use to carry out their daily classroom agendas. These events are defined by their grouping (who is to participate), their tasks (what is to be done and learned), their participant structures (how students are to interact), their materials, their physical arrangement, and their locale” (p. 434).

Sheltered Instruction. According to Fritzen (2011) sheltered instruction “representing a common pedagogical intervention intended to help ELLs simultaneously gain English proficiency and academic content knowledge” (p. 185). For example, a sheltered science classroom includes lessons on science concepts with attention to language needs such as building vocabulary words and grammatical rules and structure for better comprehension. The term “sheltered” was used for the first time in the 1980s by Krashen, an applied linguist, who suggested the use of “sheltered” classes or “subject-matter” classes for L2 students. Sheltered classes are classes where native speakers of the language used for instruction are excluded as a conductive instruction approach to facilitate second language acquisition (Krashen, 1985). The idea of sheltered instruction was used in K-12 settings beginning back in the 1980s and 1990s because of the large increase in the number of ELLs. Sheltered instruction helped accommodate this large increase in ELLs and to provide an alternative for these students to learn English while keeping up with the academic content learning of their specific grade level (Faltis, 1993; Genesee, 1999; Grabe & Stoller, 1997; Short, 1991, 1994). Koura and Zahran (2017) stated that “Sheltered instruction is an instructional approach that helps ELLs learn grade-level academic

content by incorporating techniques and strategies that also promote the English language acquisition process” (p. 706). Many schools have adopted Sheltered Instruction, especially those with high ELLs, to help their English learners learn the language and the content.

Summary. In Chapter One, I provided an overview of the study, the gap in the literature, the purpose of the study, research questions that guided the study, significance of the study, and definitions of key terms. In Chapter Two, I will provide a review of the literature on various topics that are crucial to the study. Chapter Three presents the methodology utilized in the data collection and analyses. Chapter Four provides the findings of this study and data analysis. Chapter Five presents conclusions, discussions, and implications.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The purpose of Chapter Two is to provide an overview of the related literature to the question of how ELLs' different positionings by the classroom teacher and/or classmates promote or limit learning opportunities; how the ELLs' teacher positions her students based on their language level into powerful or powerless; how ELLs position themselves and shape their identities, when interacting with their teachers, classmates, and the researcher; and how classroom seating arrangement (as a type of positioning) promotes or limits learning opportunities. Also, this chapter examines and evaluates research on Positioning Theory and the power of discourse analysis in second language acquisition classrooms, the role and use of Positioning Theory in explaining classroom dynamics and second language acquisition, defining different classroom interaction levels and their relations to positioning, Positioning Theory and learning opportunities, grouping and seating arrangement power in relation to learning opportunities, the influence of cultural and social needs on ELLs' learning opportunities.

THEORETICAL FRAMEWORK

Positioning Theory

Positioning Theory originated from the field of social psychology and has been used in many educational fields in the last two decades. Harré (2004) defined Positioning Theory as “the study of the nature, formation, influence and ways of change of local systems of rights and duties as shared assumptions about them influence small scale interactions” (p. 30). Harré and Langenhove (1999) indicated that positioning as a concept helps researchers interpret the dynamics of developing social interactions: how individuals position themselves and how they are positioned by other people in a specific context. Positioning Theory aims to explain the relationship between discourse and psychological phenomena. Langenhove and Harré (1999)

indicated that “positioning can be understood as the discursive construction of personal stories that make a person’s actions intelligible and relatively determinate as social acts and within which the members of the conversation have specific locations” (p. 16). They also argued that within positioning, individuals may or may not allow for giving opportunities to others to speak up in a particular context and time. In a conversation, Langenhove and Harré (1999) indicated “one can position oneself or be positioned as e.g., powerful or powerless, confident or apologetic, dominant or submissive, definitive or tentative, authorized or unauthorized” (p. 17). Or more simply, positioning is, a person being assigned a position by other individuals through a social interaction or a particular situation with certain rights and duties or a person assigning certain positions to others (Davies & Harré, 1999; Rex & Schiller, 2009). Positioning Theory helps scholars interpret the social interaction development in a social setting because it shows how an individual positions him/herself and how others position him/her in a specific context (Harré & Langenhove, 1999; Yoon, 2008).

There are two modes of positioning, intentional self-positioning and interactive positioning (Davies & Harré, 1990). Davies and Harré described intentional self-positioning as “reflexive positioning” (p. 48), which depends on how individuals view the world from their own position. In this mode, individuals conceive their assignments, roles, and tasks in a given setting. The second mode of positioning described by Davies and Harré was “interactive positioning” (p. 48). In this mode of position, what one person says or does positions another person. This type of positioning is different from reflexive positioning because reflexive positioning presents no details on how and why one person positions herself/himself differently in different settings. However, interactive positioning presents the idea that this phenomenon occurs in relation to other phenomena, i.e. positioning people in a certain way can restrict or extend what those

people can say and do (Adams & Harré, 2001). Langenhove and Harré (1999) explained that the use of positions by certain individuals may potentially restrict or allow certain types of actions, such as allowing an individual to speak a particular discourse and at a specific time. According to Rex and Schiller (2009), positioning of individuals is related to how they are situated in a conversation with specific rights and duties. Hence, positioning in conversations plays an important role in constructing individuals' identities. According to Davies and Harré (1999), the term position can be defined as a complex group of associations, constructed in different ways, which collides with the possibilities of intra and interpersonal as well as intergroup actions by some assignments related to these duties, rights, and commitments to individuals as kept up by the group. Consequently, individuals may reject or accept the giving of certain rights to other individuals to prevent or allow them to do specific actions (Davies & Harré, 1999; Kayi-Aydar, 2012). Accordingly, positioning is important in identifying individuals' dynamic interactions in a social interaction setting. Therefore, the social interaction process helps build individuals not as a moderately settled final product but as an individual who is constructed and reconstructed by the different discursive processes they get involved in (Davies & Harré, 1999; Kayi-Aydar, 2012).

Discourse Analysis Power in Second Language Acquisition Classrooms

Language acquisition researchers have implemented Positioning Theory in classroom discourse analysis (Black, 2004; Davies, 2001; Duff, 2002; Leander, 2002; Wortham, 2004). Scholars across disciplines have defined the term discourse in many different ways. Generally, the term discourse refers to the study of language-in-use (Schiffrin, Tannen, & Hamilton, 2008). Using classroom discourse analysis is necessary to this research for several reasons. First, because classroom teachers play an important role in generating and dealing with classroom discourse; it is important for them to acquire "microscopic understanding" (Van Lier, 2000) of

the interactive composition of the L2 classroom to enable them to make the right interactive decisions (Walsh, 2011). Second, classroom discourse analysis helps instructors learn about the nature of their students. Gee (2008) explained the strong connection between discourses and identities by stating that “Discourses are ways of behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing, that are accepted as instantiations of particular identities by specific groups” (p. 3). Finally, investigating classroom discourse can offer researchers a perception of how extensive issues like culture or gender are produced in discourse since discourses may start around a specific topic like class or gender and end up competing with each other (Davies, 2000; Pavlenko, 2002).

Davies (2000) considered discourse as a multifactorial public process that helps achieve meanings energetically and progressively. Kayi-Aydar (2012) used discourse analysis in her research study, which enabled her to closely understand what participants, students and their teacher, did in classroom events on a daily basis. She also used conversational analysis, which includes a variety of micro-analytic discourse analysis processes. According to Wood and Kroger (2000), to analyze face-to-face classroom interaction like the composition of acceptances or refusals, it is important to know the conversational repair forms and other conversational alignment techniques and managements of turn-taking or arguments. Kayi-Aydar (2012) conducted a study using participants from an intensive English program in the US. She observed a listening/speaking class, which was designed to develop ESL students’ oral skills. The total number of students who participated in her study were nine plus their teacher. Kayi-Aydar used Critical Discourse Analysis (CDA), which enabled her to understand the circulation of power among the tested classroom members. Power is an essential aspect of discourse analysis in which researchers include power relations (Bloome, Carter, Christian, Otto, & Shuart-Faris, 2008).

Through classroom interaction, discourse analysis, and Positioning Theory, Kayi-Aydar was able to identify the relationship between power and beliefs in pair/group work and how this relationship could have suppressed learners from getting involved in “dialogically constituted guided support” (p. 334). Therefore, discourse analysis creates research data by watching people during their engagement phase in an activity or talk, which is considered normal and familiar to them, instead of taking them to do an artificial or rare task (Cameron, 2001). CDA was also helpful as a lens to understand the circulation of power between the students in the ELL classroom of this research study. According to Bloom, et al. (2008), the discourse process always includes power relations, and power is an important part of positioning. In this study, I focused on the flow of power from the teacher to one of the focal students, enabling the student to feel powerful.

CDA is consequential for existential studies since it supplies them with propositions and approaches to help explain the relationship between discourse, cultural, and social progressions in various social fields. The goal of CDA is to highlight the linguistic digressional magnitude of cultural and social phenomena and change procedures in the contemporary era (Phillips & Marconsen, 2002). According to Luke (1995) an approach to critical analysis can greatly inform educators about how classrooms help build successes and failures and how the spoken and written texts used by classroom teachers and students can formulate and build policies, rules, and different types of successful and unsuccessful students. In addition, one of the most important aims of the studies of critical language is to describe everyday language by making sense and ensuring the availability of everyday motifs of talking, writing, and representational exchange that are frequently hidden to participants (Luke, 1995). Critical discourse experts consider discourse as a type of social practice, which both composes the social world and is composed by

other social exercises. As a social exercise, discourse is considered a dialectical relationship with diverse social measures. It contributes and reflects on the shaping and reshaping of social structures (Phillips, & Marconsen, 2002).

CDA conserves multiple presumptions about language: It observes the language as social practice; how language and discourse shape/compose and are shaped/composed by social constructions like gender, ethnic identity, class, and sexuality; and that language is considered integrally ideological and plays a vital, although sometimes invisible, position in normalizing, naturalizing and thus covering, creating and recreating inequalities within societies (Lin, 2014). According to Lin (2014) CDA research study usually entails a linguistic definition of the language text, explaining of the association between the productive and discursive methods, and the text and the clarification of the association between the social procedures and discursive procedures. CDA is an essential tool to learn about the association between power and texts in society. According to Fairclough (2001) CDA draws explicitly on the relationship between social practice and language as evidenced by spoken and written texts. In addition, Leckie, Kaplan, & Rubinstein-Ávila (2013) believed that CDA tries to critically analyze the association between ideology, society, and language.

CDA can help language learners take advantage of the discourse analysis procedures to build awareness of how language is used for social interaction and communication purposes. Thus, the use of conversational analysis can lead to encouraging a foreign language learning environment that helps enrich language proficiency (Berrocal, Villegas, & Barquero, 2016). Discourse analysis is useful for many tasks including teaching individuals how to build and analyze arguments. According to Berrocal et al. (2016) discourse analysis directs the language learner into analyzing how specific speakers construct an argument and how this argument is

illustrated in a social environment. In addition, students can learn how to establish what kind of statement the speaker tries to use as appropriate or accurate; consequently, they evolve their personal language competence more confidently. Conversational analysis techniques in second language acquisition focuses on classroom interaction of language learners and its impact on their language learning process. The main purpose of conversational analysis is to explain how ESL students use social interaction to shape their learning process (Markee & Kasper, 2004; Mori & Markee, 2009). Conversational analysis was useful for this qualitative research to understand the participants' positioning and the ways by which the participants are positioned in data generated naturally (Seedhouse, 2004).

Studying power relations is important to understanding the aspects of second language acquisition. CDA can be used as a fundamental tool to understand power relations and the hidden ideologies that conform how L2 learners understand their personalities as writers (Fernsten, 2008). Kashkuli, Ghanbari, and Abbasi (2016) conducted a study to enhance the level of writing proficiency of Iranian English as a foreign language students implementing and operating the principles of CDA. The findings of this study presented significant differences between the experimental and control group performances, which showed the efficiency of the CDA-based approach in teaching writing skills. It is important to mention that CDA has several characteristic features that differentiate it from many other approaches. In general, CDA helps increase the sensitivity and awareness of the learners in regards to the unspoken, reflective, and even hidden parts in any text which can also be used in their writing to convey a more powerful meaning (Kashkuli et al., 2016).

The Role and Use of Positioning Theory in Explaining Classroom Dynamics and Second Language Acquisition

Scholars have been using the Positioning Theory of Davies and Harré (1999) as a theoretical framework and a method to help them analyze the dynamics of classroom discourse, and explain the relationships between language learning and teaching experience, multiple identities, and classroom power and competencies. Kayi-Aydar (2012) indicated that Positioning Theory highlights that revealing communication is only achievable when individuals possess the skills required to say things as well as know when it is proper to say these things and to understand the possible consequences; she reported that using the Positioning Theory of Davies and Harré (1990) helped her understand the complexity of how the dynamic of second language acquisition is related to learners' positions. The findings of Kayi-Aydar emphasized the idea that students' access to learning opportunities and L2 learning practices were impacted by how students positioned themselves, how they positioned other students, and how their classroom teachers positioned them. In addition, Merrills (2015) used Positioning Theory to explore how a Latino heritage language Learner, Yolanda, benefited from special collaborative opportunities by participating in extracurricular activities in a Spanish language classroom to improve her heritage language learning in a language learning classroom. In the US, heritage language means any spoken-at home- language by American people other than English, but not an international language that is learned as a foreign language. According to Valdés (2001), a heritage language learner is "a language student who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and in English" (p. 38). Merrills' (2015) study showed how multiple positionings can affect which language Yolanda wanted to use in collaborative work with culturally and

linguistically diverse students. When educators learn about the different positionings of language learners, it helps them in implementing strategies that can assist language learners' in-class engagement and participation.

Positioning is crucial to understanding individuals' actions. According to Davies and Harré (1990), identifying positions can be done by removing the autobiographical facets of a specific conversation and making it possible for each participant in that conversation to judge themselves, as well as other participants, in that conversation by observing what position they take in each story and how they are positioned by other participants. Vetter (2010) revealed that Positioning Theory is specifically useful in investigating how learning is an identity process because it helps in identifying how students build and represent literacy identities and how teachers can promote the construction and enactments of students' identities. According to Andreouli (2010), Positioning Theory "elaborates the power dynamics involved in the character of positions through a consideration of the rights and duties associated with identity positions" (p. 14. 2). In this study, the term identity is used as defined in Norton's work (2016) as "the way a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (p. 476).

Positioning is especially important in English language learning by international students. ELLs may position themselves positively or negatively (or in ways neither negative nor positive) depending on various factors; however, it is essential to help ELLs to position themselves positively while learning their L2 (Alzouwain & Lincoln, 2018). Yoon (2008) reported that encouraging individuals to position themselves positively is important to meet their needs. Studying the ESL students' social, cultural, and linguistic needs and trying to meet their needs is essential for the process of L2 learning. In general, ELLs position themselves differently from

their native language speaking classmates because of their immigration status and country of origin. Norton (2000) and Lvovich (2003) indicated that people are affected culturally and socially by the act of immigration after they arrive in a new country. The cultural and social effects of the immigration status of ELLs can negatively impact the way they position themselves in ELL classrooms. Thus, it is important to assist ELLs to position themselves positively to help them achieve their English learning goals.

Defining Different Classroom Interactions' Levels and Their Relations to Positioning

Different types of teacher-student positionings have a noticeable impact on students' learning processes. For example, Vetter (2010) examined a US high school English teacher positioning his students through classroom interaction. Vetter observed the classroom teacher for five months and he discovered that the classroom teacher viewed students "from disengaged to engaged readers, from resistant to capable readers, and as members of a writing community" (p. 44). The English teacher used different strategies to engage the students in the classroom such as using open-ended questions, negotiating students' responses, and finding literacy topics that match students' interests. This positioning of the classroom teacher helped the students become active and engaged in the literacy lessons. Furthermore, Abdi (2011) used Positioning Theory to help explain the influence of positioning on the language learning of a Spanish heritage language student. Abdi discovered that the classroom teacher believed that her students' Spanish speaking capability equated with Spanish heritage. The classroom teacher, in which Abdi conducted her study, did not acknowledge the heritage language learner's Spanish literacy skills or the student's Latino heritage because the student participant in Abdi's study did not participate verbally in Spanish and because of the lack of her verbal productivity. Other scholars (Blake & Zyzik 2003; Bowles 2011; Mackey, 1999; Storch, 2002) examined expert-novice language learners and the

importance of the teacher's role in helping students with low proficiency levels by allowing them to work with students with higher proficiency levels. Pairing different language proficiency levels helped these learners support one another and resulted in improving the target language skills. These studies also showed the advantages of pairing low language proficiency with higher language proficiency learners to improve their target language skills.

It is essential to position language learners as experts to help them develop their target language. Blake and Zyzik's (2003) research emphasized the role of language teachers in positioning language learners as experts to develop their vocabulary skills and improve their attitudes toward the target learning. Furthermore, Bowles (2011) explained the benefits of positioning language learners as experts and learners at the same time in helping their L2 classmates with vocabulary and grammar acquisition in a language learning classroom. Moreover, Leeman (2011) examined how language learners became better learners when positioned as language experts in a language learning classroom, which ultimately improved their self-esteem toward the target language. Storch (2002) studied expert-novice interaction in a language classroom when pairing students through the engagement of collaborative work activities. Storch found that pairing different language levels and allowing them to interact can help language learners construct their knowledge and develop their target language skills over time.

Classroom interactive positioning helps researchers understand teachers' positioning of ELLs in the classroom. Teachers can intentionally or unintentionally position their students in positive or negative ways through their teaching approaches. Teachers might position ELLs without realizing that they may be limiting their students' opportunities to develop a positive sense of themselves as learners. Positioning theorists indicate that both positioning, interpersonal

and intergroup, include aspects concerning how people position themselves (Tan & Moghaddam, 1995; Taylor, Bougie, & Caouette, 2003). Accordingly, it is essential to help language learners position themselves positively because it can impact their language learning process. A study by Ollerhead (2012) examined the role of teacher's positioning on students' language learning. Ollerhead found that different approaches used by classroom teachers impacted the language learners' participation and the way they positioned themselves as powerful or powerless learners. In the same study, Ollerhead mentioned that the classroom teacher, Jann, viewed "her role as a teacher as being broad and inclusive, incorporating significant social responsibility" (p. 8) by developing strong friendships with her language learners and engaging them with Australian society. In addition, Jann viewed herself as a family to her students in providing cultural, social, and linguistic advice. Accordingly, the classroom teacher positioned herself as "supportive, empowering and inclusive" (p. 8) which ultimately helped her language learners and improved their class participation. To engage and encourage the language learners, Jann carefully designed her lessons to meet the students' needs. Hence, teachers' background knowledge is important in conceptualizing their role in classroom learning. Scholars have emphasized the role of positioning in learning and how that positioning can affect students' access to learning. For instance, Harré and Moghaddam (2003) indicated that positioning a student as deficient might deny the right of that student to correct his/her cognitive outcomes. However, if a teacher positions a student as capable of learning, it might enhance the possibility of allowing for better outcomes for that student. Interactive positioning characteristics and classroom teachers' positioning research can help educators explain the nature of how language teachers position their learners in classrooms in a way that can help them succeed and achieve their language learning goals.

Positioning Theory and Learning Opportunities

The most important aspect of ELL classroom teaching is creating learning opportunities for students to help them acquire their L2. In this study, learning opportunities in language learning classroom refer to “an access to any activity that is likely to lead to an increase in language knowledge or skill. It may be the opportunity to negotiate meaning in a discussion, read and derive meaning from a printed text, to explore a pattern in language usage, or to get direct feedback on one's own use of language” (Crabbe, 2003, p.18).

There is a body of research on the relationship between positioning and learning opportunities. Abdi (2009) examined high school teacher-student interaction and positioning in a Spanish foreign language classroom over six months of observation. In this study, Abdi explored how students of Spanish heritage were positioned through interaction in a Spanish foreign language classroom based on their proficiency level of Spanish and cultural background, and the impact of that positioning on teacher-student interactions. Abdi (2009) also investigated how participants viewed different positionings and how learners were impacted by these different positionings. Abdi (2011) used some of her 2009 data to further explain how a Spanish heritage student was treated and positioned in class in ways that did not acknowledge her prior Hispanic heritage, did not encourage her to develop oral skills, and did not appreciate the benefits of her literacy skills (Abdi, 2011). Abdi explained that foreign language teachers providing opportunities to Spanish heritage learners by making connection with students' heritage, language, and culture deeply impacted these learners' learning perspectives. In the same study, Abdi examined factors that affected the language learning students' different positionings—such as students' groups in classroom social setting, speaking and writing skills, and learner's age—in which students stayed silent and felt uncomfortable interacting in classroom activities due to

their age as teenagers, and the impact of these positionings on students' participation and language learning opportunities.

Other empirical studies have focused on examining the relationship between language learning and teaching approaches. Yoon (2008) investigated three teachers, Mrs. Young, Mr. Brown, and Mrs. Taylor, by observing their roles in regular classrooms that include ELLs and in relation to their teaching approaches and their positioning to ELLs as powerful or powerless students. Yoon indicated that the three teachers' roles were based on the positioning that each teacher took when teaching their students. First, Mrs. Young, positioned herself as a teacher "for all students" (p. 499) which positively impacted her students' in-class interaction and participation. In addition, Mrs. Young provided multicultural activities related to the cultural differences of her ELLs. As a result, the students felt welcomed and "experienced a sense of belonging" (p. 517) which positively affected the ELLs' engagement and participation in the classroom discussion. Second, Mr. Brown positioned himself as a teacher "for regular education students" (p. 515) and he was not actively assisting his ELLs. His classroom discussion topics were mainly on American culture, including popular television shows and football games, which were not part of his ELLs' interest. As a result, ELLs were not engaged in classroom discussions and ultimately they were quiet and felt isolated and powerless. Focusing on American culture in this classroom discouraged ELLs' participation from the main daily lesson. This type of teacher positioning made ELLs nervous the whole semester. In addition, the teacher's positioning impacted mainstream students' positioning to their ELL classmates, so they started viewing their ELL peers as powerless classroom members. Third, Mrs. Taylor positioned herself as a teacher "for a single subject" (p. 515). She considered that meeting the ELLs' needs was not her responsibility. ELLs in her class had difficulties and they were not engaged. The teacher

positioned her ELLs as not hard working students because they were disengaged and quiet. The teacher focus was on content knowledge, but not on the needs of ELLs. In addition, she did not offer the appropriate materials for active participation to ELLs. Mr. Brown and Mrs. Taylor's positioning impacted the ELLs in class interaction and participation negatively. Teaching approaches and language learning approaches are largely related. Yoon's study revealed that using different teaching approaches in classrooms with language learners affected the level of ELLs' "participation and their positioning of themselves as powerful or powerless students" (p. 495). Yoon further stated that if teachers and/or mainstream students position ELLs as "problematic or struggling," language learners would feel "powerless and invisible" (p. 517); consequently, they would isolate themselves from participating in classroom activities. In social interaction, if students are positioned as inferior, this positioning may negatively impact their interaction (Howie, 1999). While a single positioning may not greatly impact students' interaction, continually positioning ELLs as powerless or invisible may have a serious impact on their interaction and participation in classroom activities as indicated by many researchers.

Teachers' roles and pedagogical approaches are crucial to ELLs through offering or limiting participation opportunities for ESL students. Yoon (2007) reported, "Teachers can act as supports or constraints on ELLs' active participation in the mainstream classroom, depending on their teaching approaches" (p. 216). In his study, Yoon observed two teachers and their ELLs in a New York middle school for almost five months to see how teachers' different pedagogical approaches played a role in ELLs' classroom participation. ELLs were mostly silent in classroom activities that were directed by one of the two teachers, Mr. Brown, because he used activities that were centered around US popular culture. ELLs in Mr. Brown's classroom were usually excluded from learning opportunities unintentionally. Conversely, ELLs actively participated in

classroom activities in Ms. Young's because she used multicultural activities for her students and "celebrat[ed] her ELLs' cultural and linguistic differences and encourag[ed] their participation by calling on them to share their experiences" (p. 221). Ms. Young's ELLs had more access to learning opportunities through active participation in classroom activities. She also positioned her ELLs as valuable members of the learning process. Ms. Young's positioning to her ELLs influenced the mainstream students to position their classmates as important members in the classroom-learning environment. Ms. Young used many cultural approaches to engage her ELLs in the classroom activities because she believed that teaching ELLs is her main duty. Yoon (2007) found that the classroom dynamics of each teacher were different even though they employed almost the same classroom materials. She stated that ELLs in Mr. Brown's classroom positioned themselves as isolated in classroom activities because Mr. Brown "did not elicit ELLs' interaction with their mainstream classmates" (Yoon, 2007, p. 220). Consequently, the mainstream students did not accept the idea that their ELL classmates were legitimate partners in classroom activities. Because of this behavior of mainstream students, the ELLs in Mr. Brown's classroom felt nervous and powerless, which limited their access to learning opportunities.

The Power of Grouping and Seating Arrangement in Relation to Learning Opportunities

Creating purposeful group work could greatly expand students' learning opportunities. Brooks and Thurston (2010) studied instructional grouping configurations on ELLs' engagement in academic settings. Their instructional grouping configurations included the effect of "whole class, small group, one-to-one, and individual instruction" (p. 45) on Spanish-speaking students. The results of this study revealed that students in "small group and one-to-one instruction" were more engaged than students involved in whole class and individual instruction tasks (Brooks and Thurston, 2010). There is a gap in the literature regarding the impact of purposely grouping

students with mixed mother tongue languages and how that mix could create or limit learning opportunities in ESL classes. Grouping mixed English proficiency levels, ethnicities, cultures, and mother tongue languages could create opportunities to meaningful interaction and negotiation. In this study, I closely examined the grouping distribution and how it affected classroom learning opportunities and interactions between students.

Many researchers studied the advantages of students' heterogeneous grouping. Batchelor (2012) preferred grouping students based on students' book choices rather than their reading ability in heterogeneous grouping. He provided techniques for teachers to teach them how to engage learners in heterogeneous grouping when doing classroom reading assignments. For example, when learners created their new group based on their book choice, Batchelor asked the group members to establish their group work rules, which included assignment expectations and requirements. Following that technique helped the students complete the assigned reading before coming to class and helped them build a relationship to share their predictions about the selected story during the pre-reading phase. This study also showed that the classroom teacher could use the students' predictions in heterogeneous grouping in a meaningful group discussion. Using Batchelor's grouping technique in ESL classrooms could enable teachers to build "a more communicative and democratic learning environment" (Batchelor, 2012, p. 30). The results of Batchelor's research stated that heterogeneous grouping could positively improve the classroom engagement, students' motivation, and self-esteem. According to Johnson, Johnson, and Roseth (2010), students' academic achievement improves when classroom teachers help develop relationships between students instead of enriching competition between them. Glasser (1986) indicated that students obtain a sense of belonging when they help each other in collaborative group work and "Belonging provides the initial motivation for students to work" (p. 75). In

addition, Mizelle (1997) explained that students' motivational level increases when the classroom teachers create learning opportunities by engaging students in classroom activities. In regards to grouping advantages, Willis (2007) reported that task comprehension occurs when group members establish the goals of their task, such as assigning reading for upcoming group discussion, which can boost their engagement and participation level as well as putting students in charge of their thinking and learning (Wolfgang, 2009).

Classroom interaction impacts L2 learning. L2 teachers must pay close attention to their interactions with students because it can minimize or maximize students' learning opportunities and experiences. Providing interaction opportunities in L2 classrooms is crucial because they help ESL students use the target language, which is essential to foster the development of the target language (Xie, 2011). Crabbe (2003) indicated that when teachers focus on providing classroom interaction opportunities, it helps them think about what type of interaction opportunities their learners need, and the way feedback opportunities are included to achieve desired outcomes. Interaction in language classrooms is essential, but the type and quality of classroom interaction is even more important. A study by David (2007) focused on the way language teachers interact with their students. Teacher-learner questioning technique is considered an important aspect of language acquisition. David (2007) examined six randomly selected secondary schools to study the impact of using display and referential questions by English foreign language teachers' interaction with their students. Display questions in this study referred to questions used by the classroom teacher to check on students' knowledge about a subject. However, referential questions referred to questions used by a classroom teacher in which he/she does not have the answer for. The data were collected from 20 teachers and 400 students through an in-class observation and recording for a total of a six weeks' period. The

results of David's research showed that language classroom interaction was impacted by the teachers' questioning technique. The teachers used display questions more than referential questions, which ultimately increased the classroom interactions using the display questions technique. Consequently, the questioning technique in teachers' talks could potentially help language acquisition and develop students' knowledge about the topic being taught. Another study by Hamano-Bunce (2010) investigated the quality of interaction when comparing face-to-face versus chatroom oral interaction in a language classroom. This study showed that there were many advantages for the oral interactions using both types of interaction; however, face-to-face interaction was more effective for language learners.

Classroom interaction and language production are strongly related. Wang and Castro (2010) examined the effects of learner-learner and teacher-learner classroom interaction in an English classroom in China. They investigated forty university students, who had never lived in an English speaking country. These participants studied English for six years, but they were unable to fully comprehend the correct use of the English language's structures. The participants were divided into two groups, treatment group and non-treatment group. Pretests and posttests were administered to both groups to measure the participants' skills for English passive voice usage and structure. Newsletter texts were given to both groups to read and underline what they thought was important information for their responses in the administered tests. Both groups worked on the tests; however, the instructor of the treatment group encouraged his/her students to ask and discuss the passive voice with their teacher and classmates. As a result, the treatment group had the opportunity to interact and participate in completing the required task, but the non-treatment group did not get the same opportunity. The results of this study suggested that the

learners in the treatment group who were able to interact with their classmates and the teacher “outperformed the non-treatment group: 95% vs. 74%” (Wang & Castro, 2010, p. 179).

Sharing knowledge by improving the interaction and power sharing between ESL students and their teachers is important to empower ESL students and improve their academic performances. For instance, Cadman (2005) shared power with her classroom students, who were engaged in English-related research, by utilizing critical practices that switch the ownership of the class and its activities to students. Grey (2009) relied on power sharing by permitting students to solve problems using classroom discussions without teacher interference to identify the best path to feel or think about diversity. Phan (2009) focused on the sharing of power between an advisor and a graduate writer and considered it as integral to the development of the student’s English writing voice. Kayi-Aydar (2012) reported that when ESL learners had few opportunities to interact in the ESL classroom, they would have limited chances to be scaffolded and heard, and they would receive less feedback, which ultimately impacts their L2 learning negatively. Classroom interaction can positively impact students’ academic performance in ESL classrooms. ESL teachers can improve their students’ performances by allowing students to engage in classroom discussions that involve student-student and teacher-student interactions. It is the responsibility of the ESL classroom teacher to ensure an open environment that encourages students to participate, interact, and share their ideas.

Teacher-student and student-student interactions play a valuable role in second language acquisition and creating more learning opportunities for L2 learners. Watanabe and Swain (2007) studied the pair interaction effects on adult ESL students through collaborative dialogue. The results of their study revealed that the motif of pair interaction largely affected the prevalence of language-related episodes and post exam performance no matter the level of their partner’s

proficiency. The differences in proficiency levels did not influence the type of peer assistance and L2 learning. Furthermore, Bruner (1978) explained scaffolding as the dialogue that occurs between a student and an instructor or between a student and a more proficient peer to help the learner by providing the steps of a task or a problem. Scaffolding is an extremely important and reliable source for improving the learning experiences in ESL classrooms. It is based on classroom interactions between teachers and students. According to Ovando, Collier, and Combs (2003) "Scaffolding refers to providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning" (p. 345). Kayi-Aydar (2013) indicated that scaffolding is important for students' language progress in classrooms because it represents a negotiation of meaning and language as a support tool. Thus, second language acquisition depends on the interaction between the learners and other learners and their classroom instructor.

Classroom interaction and collaboration are crucial in English learning classrooms. Collaboration and learning help L2 learners improve their language skills and promote social interaction, which ultimately creates better learning opportunities. Cooperative learning and group work increase learners responsibility and interdependence between group members. Researchers have pointed out benefits of group work and cooperative learning. Servetti (2010) examined the effect of using cooperative learning activities on seventh grade English learning students in Italy. The main purpose of cooperative learning is to help low achieving students improve their grades by interacting with high achieving students in their groups. Servetti's study supported studies that were mentioned earlier on examining the role of classroom teachers in implementing the expert-novice technique to help students develop their language skills (e.g., Blake & Zyzik 2003; Bowles 2011; and Mackey, 1999). Storch (2002) investigated the expert-

novice language learners and the importance of the teacher's role in helping students with low proficiency levels by allowing them to work with students with higher proficiency levels. Servetti indicated that the findings of this study were quite positive for students from the cooperative learning groups. Furthermore, Shrum and Glisan (2010) indicated that learners' use of the target language increased when using cooperative learning activities. In addition, Shrum and Glisan (2010), reported that the success of cooperative learning depends on students' face-to-face interaction especially when allowed to construct knowledge, share ideas, use proper social skills, and analyze and identify what worked and what did not, which mainly depends on the teacher's role in managing their classroom activities and settings.

Teacher-student interaction is important because it helps students understand the value of the teacher's supervision and guidance throughout the language learning process. There is a body of literature on the role of teacher-student interaction in English learning classrooms and how that interaction can impact students' language development (e.g., Chambless, 2012; Hemmati, Gholamrezapour, & Hessamy, 2015; Shrum and Glisan, 2010; Thompson & Harrison, 2014). Thoms (2012) suggested that English language teachers play a significant role in creating patterns of interaction with their students, which affect students' language competency. Another factor that helps increase or decrease L2 classroom learning opportunities is students' grouping. Students' grouping in classroom settings impacts classroom interaction, participation, and learning. Students' grouping promotes classroom-dynamic relationships between learners and their tasks. Kutnick, Blatchford, and Baines (2005) examined the impact of classroom groupings on promoting or limiting students' learning opportunities.

The Influence of Cultural and Social Needs on ELLs' Learning Opportunities

There is a large amount of research on the teachers' role in meeting students' linguistic needs (e.g., Harper & Jong, 2004; Rossell, 2005). However, the teachers' role goes beyond meeting students' linguistic needs, and the teachers' responsibility extends to looking after students' cultural and social needs (Ladson-Billings, 2009; Noddings & Shore 1984). Culture provides an information frame about individuals, which can result in a functional role in the individuals' values formation, positions and behaviors, and types of communication. Yoon (2008) suggested that teachers should understand the culture and social needs of their ELLs and respond to their demands in a professional way that supports students' participation. After all, when teachers position themselves positively as teachers for all students and not only for mainstream students or as single subject teachers, they can impact their students' participation behavior positively (Yoon, 2008).

Culture is another important factor that affects L2 learning. In general, ESL classrooms contain a mix of students from a variety of different cultures. Culture affects students' work groups because it impacts students' decisions to identify with one group versus another. Culture is an essential component in the field of Second language acquisition because culture provides an informational frame for the individuals involved, which might have a functional role in the individuals' values formation, positions and behaviors, and types of communication (Borden, 1991). Roswell, Sztainbok, and Blaney (2007) reported that L2 cannot be assessed by tests or quizzes with a focus on vocabulary comprehension due to the relationship of cultural assumptions, which might be similar or different from the learners' backgrounds. The findings of Roswell's et al. study revealed that there is a relationship between culture and language that shapes literacy. Research on ELLs' classroom teachers' roles has focused primarily on their roles

in meeting the students' linguistic needs under the assumption that they mainly need English language instruction (Harper & Jong, 2004). Fu (1995) recommended that teachers expand their teaching strategies when working with ELLs to include more than language learning. In addition, Fu raised several issues related to regular classroom teachers' roles when teaching ELLs. The classroom teachers considered the students "deficient" and felt that handling ELLs was a frustrating task. The study suggested that regular classroom teachers positioned themselves as appropriate only for mainstream students.

It is crucial that teachers understand the cultural differences in their classrooms, so they can help bridge the gaps and facilitate the learning process. Positioning at any level requires a deep knowledge of cultural differences (Moghaddam, 1999). Moghaddam further stated that "positioning on any level absolutely requires the inclusion of cultural considerations" (p. 73). In his study, Moghaddam explained how positioning practices might be impacted by culture in three different ways:

1. the particular cultural ideals person's desire to move toward through positioning;
2. the particular dimensions which persons find relevant in positioning themselves and others in discourse;
3. the preferred forms of autobiographical telling, which may influence the types of stories people tell themselves about themselves in the process of positioning (p. 80).

When international students arrive in the US, they start dealing with a variety of different issues related to their ability to adjust to the new culture and system. According to De Araujo (2011), international students studying in American schools may face the same problems American students are facing, but they also deal with unique challenges related to cultural differences, language restrictions, and sometimes discrimination and prejudice. According to De Araujo, adjustment means that international students face specific issues in the academic system while trying to deal with acculturative-related stress. Another type of adjustment international

students face is sociocultural adjustment, which means the degree to which international students can become part of the new culture. The final type of adjustment related to international students is psychological adjustment, which is related to the student's emotional well-being (De Araujo, 2011). ELLs encounter many challenges while learning English such as school and the curricula of the English language department, methods of teaching, lack of exposure to teaching the target language and listening to native speakers of the target language, and motivation and behavior of students to learn the target language (Rababah, 2002, p. 1).

Other Issues Affecting ELLs' Learning Opportunities

There are many other factors that affect ELLs' learning opportunities. Scholars examined issues that impact language learning opportunities such as gender differences in relation to culture. Yopez (1994) examined gender history and female silence in some cultures and how that silence can create unfair opportunities to practice the L2 in ELL classrooms and hinder these females' voices in the mainstream classrooms. However, Arshad, Ali, and Chaudhary (2013) reported different gender related results. Arshad et al. (2013) examined the impact of gender differences on learning the English language in Pakistani culture. Participants from this study included 215 male and 215 female EFL learners from rural and urban areas. This study revealed that the process of EFL was greatly influenced by the social factors specific to Pakistani culture. Arshad et al. (2013) explained the importance of learning English in Pakistan and how English is considered a prestigious language especially for individuals who work for the Pakistani government. Also, the researchers reported factors that affected the process of acquiring English learning, which were social factors, attitude of individuals toward English learning, home environment and the role of parents in children's learning, parents' socio-economic status, and gender differences. Most female participants positively positioned their society and considered it

as an encouraging factor that motivated them to learn English, while most male participants positioned their Pakistani society negatively. Both males and females agreed that learning English in their society is equivalent in regards to gender. In addition, both genders positioned their parents positively because their parents motivated them to learn English. Furthermore, both genders reported that their parents supported them financially through paying college tuition and fees while learning English. The researchers concluded that society in an educational setting cannot be ignored since students spend five hours on education in schools on a daily basis while the rest of the time is spent at places outside of schools. Consequently, students' academic performances depend on educational institutions as well as the society they live in. In addition, female students were more encouraged to learn English than males and this may be due to cultural differences. In addition, society plays an important role in motivating students toward learning foreign languages. Furthermore, females were given more time and help from family members to study at home compared to male students.

Rind (2015), studied how female gender identities and their roles can impact their English learning using a qualitative approach. Rind (2015) observed and interviewed 25 female students from various educational backgrounds at a Pakistani university. The results of Rind's study suggested that females' gender identities can "act to limit their actions and interactions with textbooks, peers and teachers. However, some female students seemed to challenge their socially structured identities" (p. 1). In addition, some of the female students that participated in this study mentioned that learning English is important for them because it helps increase their confidence level because of the power of the English language. In addition, these female students use English to interact with the rest of their class and prove that they are not defined by the role planned for them through their gender identity. Alzouwain and Lincoln (2018) investigated the

positioning of female ESL students in relation to their culture and gender identity. The results reported that female ESL students took multiple positionings in relation to their gender identity and as a factor for change through education.

The other factor that affects ELLs' language learning opportunities is motivation. Motivation has been widely examined by researchers as a tool that helps improve and expedite the language learning process. Some researchers believe that motivation to learn a language is one of the major factors that can impact language learners. Motivation to learn an additional language and other related factors have a stronger impact on adult language learners compared to the motivation for L1 learning. Furthermore, motivation is considered a significant factor in learning the target language among empirical research (De Bot, 2008). Xiu Yan and Horwitz (2008) stated that motivation is a powerful factor that can influence the success of the L2 learning process when it is combined with other factors. In regards to motivating adult international ELLs studying English in an intensive English program in a US institution, Weger (2013) administered a questionnaire to 131 participants from an Intensive English Program (IEP). Participants' ages ranged from 18-61 years old. Fifty-eight percent of the participants were females and 42% were males. Participants spoke various languages from more than 30 different countries and they were mostly from middle and upper socioeconomic statuses. The researcher examined whether the motivation to learn ESL in foreign countries is similar to the motivation for learning English in the IEP in US institutions. This study concluded that international students have little motivation to be part of the English-speaking community. In addition, the language learners' motivation to learn the target language is to feel personal pride in using a foreign language even if they have not mastered the target language yet. Weger concluded that mastering the target language and being confident when using it is different from

learning the target language for personal pride. However, the learning attitude toward the social setting is somehow similar. International English learners are more interested in studying abroad, so they can develop their identity and use the new language for personal needs such as entertainment and visiting places (Weger, 2013).

Summary. Researchers in the language acquisition field used Positioning Theory to understand the dynamic of language classrooms. In addition, language acquisition scholars used Positioning Theory as a theoretical Framework to analyze and interpret their data. Positioning Theory plays an essential role in helping language learners position themselves positively in a social setting. In addition, classroom interaction is essential to ELLs because it can limit or promote students' engagement and participation. Students' and teachers' positioning could positively or negatively impact students' learning opportunities. It is important to study the different types of positioning and how these positions developed over time. There are several factors that affect the English language proficiency of ELLs, including the type of positioning these subjects used to position themselves or the way they are positioned by teachers, seating arrangements, gender identity, and motivation to learn an L2.

CHAPTER THREE: METHODOLOGY

Introduction

Chapter Three provides explanation of the methods used to examine the research questions and description of the participants. The purpose of this study was to examine the different types of positioning used by the classroom teacher and ELLs and how they impacted classroom discussions and social interactions among the students and between the students and their teacher. I used a qualitative approach to be able to describe participants' positioning in a specific context and its impact on their learning experiences. The following questions guided the study:

1. How do ELLs' different positionings by the classroom teacher and/or classmates promote or limit learning opportunities?
2. How does the classroom teacher position her ELLs based on their language level into powerful or powerless?
3. How do ELLs position themselves and shape their identities, when interacting with their teacher, classmates, and the researcher?
4. How does classroom seating arrangement (as a type of positioning) promote or limit language learning opportunities?

To appropriately answer the research questions, I used a qualitative case study and discourse analysis techniques. In addition, I used Langenhove and Harré (1999) work as a guide to analyze the collected data. Langenhove and Harré (1999) stated that "one can position oneself or be positioned as e.g., powerful or powerless, confident or apologetic, dominant or submissive, definitive or tentative, authorized or unauthorized" (p. 17). This chapter starts with a rationale for

the methods used in this study, description of the research setting and participants, data collection and analysis, and explanation of the research trustworthiness of my data.

Qualitative Case Study Approach

In this qualitative case study, discourse analysis helped explain the positioning of ESL students in an English Language Art (ELA) Sheltered Instruction high school classroom. Qualitative method was used because the goal was to explore types of positionings in various contexts, events, and actions. Since the aim was to explain the interaction between second language acquisition and positioning and to explain how and why positioning occurred in an ESL classroom, a case study was deemed the most appropriate method to use. According to Creswell (2013), a case study design is:

[a] qualitative approach in which the investigator explores a real-life contemporary bound system (a *case*) or multiple bounded system (cases) over time, through detailed, in-depth data collection involving *multiple sources of information* (e.g., observation, interviews, audiovisual materials, and documents and reports), and reports a *case description* and *case themes* (p. 97).

One characteristic of this case study is that it is described in a certain time and place by real-life cases. These cases progress over time, which helps the researcher collect accurate data about research participants (Creswell, 2013). According to Creswell (2013), case study design is the most appropriate approach to gain an in-depth understanding of research participants through a wide range of qualitative data collection such as observations, interviews, audiovisual recordings, and documents. A number of qualitative research approaches, specifically the interpretive approach by Maxwell (2005), Merriam (2009), and Yin (2009) seemed most relevant to answer the research questions. The interpretive approach was used to explain the participants' behaviors in particular events, to explain how these behaviors made sense through those particular events, and how to interpret those behaviors.

This is a single-case design with multiple participants, as recommended by Miles, Huberman, and Saldana (2013), to help “strengthen(s) the precision, validity, stability, and trustworthiness of the findings” (Miles et al., 2013, p. 33). Case study design is an essential part of educational studies because it assists educators to better understand a specific phenomenon (Merriam, 2009). Creswell suggested that five or fewer participants for case studies “should provide ample opportunity to identify them of the case study as well as to provide cross-case theme analysis” (p. 157). This research focused mainly on two participants, Monica and Sofia, and their interaction with their classroom teacher and peers to gain an in-depth understanding of their positioning through classroom interaction.

Research Instruments

I used a variety of instruments’ techniques to conduct this study. First, I used classroom observation and field notes. Second, I administered a survey to collect some general information about the student participants. Third, I interviewed students and their classroom teachers using a questionnaire method. Fourth, I used audiovisual recordings as a supplementary resource to document classroom interactions. Fifth, I collected school site documents, classroom materials, such as reading materials, grading rubrics, and pictures of the classroom and of specific teacher demonstration and illustration on the whiteboard/smart board. In the following sections, I will explain the main purpose of each instrument that I used in this study.

Classroom Observations and Field Notes. The main goal behind the classroom observations was to understand the “culture, setting, or social phenomenon being studied from the perspectives of the participants” (Hatch, 2002, p. 72). I employed observation strategy to understand how classroom interactions happened, how students positioned themselves during different events and situations, and how positions developed over time. As recommended by

Hatch (2002); Schwartz and Jacobs (1979), I observed the participants carefully in order to understand their “point of view, what motivated the participants to do what the researcher had observed doing and what these acts meant to them at the time” (Schwartz & Jacobs, 1979, p. 8). Observations occurred during the fall semester of the 2017-2018 academic school year. Each class/session was audiovisual recorded, dated, and stored on my laptop hard drive. I was careful and made sure students not included in the study would not appear in any of the data. I used my camera, iPhone, and iPad to videotape and audio record the classroom interactions. I relied the most on my camera in transcribing the classroom interactions because it had a wide angle that enabled me to observe most of the classroom interactions.

I visited classroom A in mid-August for observation purposes only and not for data collection. I wanted to introduce myself to the students before starting the data collection process. The classroom teacher welcomed and introduced me to the students and gave them a brief overview about my visit. Some students showed interest in participating in my study from the first visit. Before meeting the students for the first time, I met with the classroom teacher at her lunch time to discuss general information about the students and the classroom. Thereafter, I started audiovisual recording of classroom A in the first week of September, and the following week I observed both classrooms, A and B. The classroom teacher suggested I sit in at one of her desks so I could see everyone in the classroom, and I did.

In addition to my observation, videotaping, and audio recording, I carried a notebook to draw a sketch of the classroom map with the students’ seating and wrote down any shifting in the participants’ positioning or negotiation of their identities through interactions with the classroom teacher or their peers. Each Table (T) was given a number, each student was given a number on that specific table with G for girl, and B for boy for faster note taking—For example, G2, T1

asked B1, T1. Every day, after completing the data collection, I checked the observational chart and the classroom sketch map for accuracy and to add any missed information. Taking field notes is a recommended method for collecting qualitative data because it keeps records of what has been observed by the researcher. In my classroom observations, I had my computer in front of me to document all the interactions in the observation charts and I had my notebook to document all observational days and sketch the classroom map. The classroom sketch map helped me focus on the “physical features of the context” and equipped me with “a point of reference” to go back to as needed when analyzing my data (Hatch, 2002, p. 79). Thus, having field notes and a classroom sketch map helped me organize my thoughts. For better observation, I adopted Young’s (2009) guide for observation with some modifications (see table 1) as I provided an example of my observational notes. Each observational chart was dated, timed, and stored on my personal computer’s hard drive. Through the initial phase of the observation period, I took notes of everyone in the classroom because I didn’t know which students I would eventually choose as focal participants. At the end of every day and after completing the data collection, I watched the audiovisual recording of each session and added more details about the participants.

Table 1

Summary of daily observation chart

Events	Interpretation
What is happening?	Students started a new story Reading in groups/ groups based on students' choice Fill out the Reading Comprehension Organizer (RCO), (see Appendix F). Teacher gave students 10 minutes to fill out the RCO
Who is participating?	Teacher and students Monica-teacher Christina-teacher
How?	students asked questions to Dr. Martin (all participants' names are pseudonyms) Teacher asked questions to students
What activities are they doing?	Reading in groups Rotating in groups Fill out the RCO

Audiovisual Recordings. Since I used Positioning theory as a theoretical framework for this research, videotaping was a useful technique to capture participants' body language and facial expressions and emotions. Erickson (2006) discussed the importance of using audiovisual recording in classrooms, stating that "fine-grained information about the actual conduct of social interaction comes best from making audiovisual recordings of it from which either detailed transcriptions of the interaction can be prepared and analyzed or careful moment-by-moment coding can be done" (p. 177). In his work, Erickson also recommended setting up the camera, with preferably a wide-angle lens, to one side of the classroom for less distraction "for the participants in the event being recorded" (p. 187). Based on Erickson's (2006) recommendation, I decided to set up my Nikon camera, using a wide-angle lens, to one side of the classroom for the most part. I usually arrived to class 5-10 minutes earlier to set up the camera, make sure

everything worked properly, and to record the students' interaction while entering the classroom. The camera had only 20 minutes of maximum recording time, so usually I had three audiovisual recordings per classroom observation. While manually pressing new video recordings, I checked the camera and made sure that I could see most of the students in the classroom. Since the classroom was small, a relatively rectangular shape, but with a wall jutting out from one side of the classroom, it was impossible to capture everyone in the audiovisual recordings, but everyone's voice was recorded.

Using the audiovisual recordings technique to record the classroom discussion helped me build connections between the participants' utterances and their identities during the observation period. For the most part, I used only my camera, but there were some days when I used my personal iPhone and/or iPad to record the classroom interactions for two main reasons: 1) I wanted to capture everyone's interactions in the classroom in case I needed to refer to some specific actions or events; 2) I used my other devices in case I had a technical problem with the camera. In addition, I used the audio recordings for the interviews with the participants to analyze the participants' responses later. The audio recording helped capture the emotions, voice tone and their relation to specific circumstances during the interviews. I watched each video recording at least one time to locate other classroom interactions that I did not include on my observation chart. When I watched the audiovisual recordings for the second time, I usually transcribed what happened in the classroom. Initially, I observed and summarized extensively. When I needed to transcribe a segment, I watched the audiovisual recordings for a third time and tried to transcribe everything that happened during this segment. On some days, I transcribed the whole class period fully to see the sequence of events and how participants positioned themselves with a particular event or situation.

Survey. Upon receiving the students' consent forms, I distributed the survey to student participants. The survey was adopted from Pierce's (1993) dissertation research questions with some modifications. I used Pierce's survey because I wanted to gain insights about the participants' experiences in language acquisition (see appendix A). In addition, I wanted to identify general information about the participants' language background, personal life, English language skills, work experiences, and English experiences and usage before starting the interviews. I decided to do this survey step because of the students' time limitations and the inability to ask the survey questions during the official interview time. In addition to adopting a hard copy version, I provided an online copy of the survey through google forms to meet students' preference. In today's advanced technology era, students may prefer online work rather than hard copy work. Among all, only two students from class A completed the survey through Google forms. Other students completed the survey in a hard copy version.

Since I could not ask students to give up their lunch time for more than a few times for interviewing, I distributed a survey to use the interview time sufficiently. I tried to make the survey as easy as possible for students, so they could answer all or most of the questions and return the survey to me. In the survey, I did not include some of the open-ended questions after observing the student participants for more than a month because of their English level (see Appendix A for survey). Thus, I decided to ask some of the open-ended questions myself, so I could explain the questions in various ways if they faced language difficulties for better quality answers. Furthermore, when participants did not answer some questions on the survey, I copied them and asked them about those specific questions during the interviews.

Interviews. Face to-face semi-structured interviews were employed in this research. Hatch (2002) recommended qualitative interviews because of "special kinds of conversations or

speech events that are used by researchers to explore informants' experiences and interpretations" (p. 91). Thus, I used interviews to "uncover the meaning structures that participants use to organize their experiences and make sense of their worlds" (Hatch, 2002, p. 91). I used three interview instruments: 1) a questionnaire completed by students and teachers (see Appendix C & D); 2) audio recording for teachers and students; 3) note taking while interviewing the participants to capture any extra information or details that were not captured using the questionnaire and the audio recording. Before starting each interview, I informed students that they could skip or not answer any question they felt uncomfortable answering. Fifteen participants, 13 students and two teachers, were interviewed during the data collection period. After each interview, I immediately checked the audio recording to make sure it was working properly and was ready for transcription. Most students interviewed in one session, some students were interviewed over two sessions, and one student, Monica, was interviewed over three sessions to learn about the participants' in person and understand their positioning and language acquisition processes. Due to the lack of classroom discussion, I interviewed 13 students who fully agreed to participate in this study to know more about their language ability, life and schooling, positioning in a variety of different questions, and to decide on whom to focus. It was helpful for the researcher to listen to students while allowing them to express themselves out of the classroom environment. All interviews were done in school during the participants' lunch time. Prior to the interview, each participant was provided with a copy of the interview questions; thus, participants would have the opportunity to give better and more focused answers. As recommended by Hatch (2002), I used familiar language in the interviews and I provided synonyms and examples when I felt that the participants were not familiar with certain words. Also, I designed clear questions, so participants could understand the questions

and “feel comfortable sharing their perspectives” (Hatch, 2002, p. 106). Additionally, I had provided all participants with options of hard copy or electronic copy of the remaining questions for the next interview(s) if the time ran out and we did not complete all of the interview questionnaire.

I interviewed two teachers: first, the ESL classroom teacher two times to learn about her teaching background, instructional theory, philosophy, and pedagogy. I wanted to understand how the teacher believed she positioned herself and her students in the classroom and how that position could limit or extend the learning opportunities of ELLs in her classroom. Second, I interviewed the LA teacher once to understand more about the LA program and curriculum since participants talked highly of it. In addition, I wanted to know who could be in this program, for how long ELLs could stay in this program, students’ English proficiency levels when they entered and exited the program, and what kind of tests/examinations they used to determine the students’ level.

Site Documents. During the research period, I asked the classroom teachers to provide me with the class syllabus, curriculum, handouts, assignment descriptions and grading rubrics to know more about their learning and challenges. I collected any other site documents that seemed relevant to the study. I asked the classroom teacher to provide me with the participants’ English skill levels. Additionally, I asked the vice principal to provide me with the demographic information of the school for the year of the research period.

Data Analysis

For this qualitative study, I used a variety of data analysis methods. I used discourse analysis (Wood & Kroger, 2000), Positioning Theory (e.g., Davies & Harré, 1990, 1999), and qualitative methods (Merriam, 2009 and Hatch, 2002) for analyzing and interpreting the

observations, interviews, and audiovisual data collection. I reviewed the weekly field notes to see the student-student and teacher-student classroom interactions, so I could make a choice on who would be my focal participants. In addition, videotaping and audio recording were used to interpret the research results. I read through all participants' responses to the classroom observation transcripts, and interview transcripts to extract meaningful phrases and organize them into main categories. Using classroom discourse analysis is important to my research because "Discourses are ways of behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing, that are accepted as instantiations of particular identities by specific groups" (Gee, 2008, p. 3). In addition, discourse analysis provides information about classroom dynamics through classroom interaction (Davies, 2000; Pavlenko, 2002). I transcribed the audiovisual recordings to match the participants' faces to their voices and to capture any unspoken data. It is nearly impossible to capture all the details in classroom observations, but I tried to provide an accurate transcription for a better interpretation and data analysis. In addition, I implemented a phonological style because it "modifies the standard orthography by presenting words and other signs through a combination of words, quasi-words, and other symbols" (Wood & Kroger, 2000, p. 83). For readability reasons, I refrained from using a large mixture of symbols. Furthermore, I avoided modifying language grammatical errors made by the student participants. I adapted Sacks, Schegloff, and Jefferson's (1974) transcription symbols throughout the study for transcribing my data collection:

- [The bracket indicates that overlapping talk start simultaneously.
- (0. 3) Numbers in parentheses indicate elapsed time in tenths of seconds.
- : Colons indicate that the prior syllable is prolonged. Multiple colons indicate a more prolonged syllable.
- . Full stop (period) denotes falling, ending intonation; punctuation marks are generally for intonation rather than grammar.
- ? Questioning mark depicts rising, questioning intonation?
- The short dash indicates a 'cut off' of the prior word or sound.

(()) Transcriber's comments/observations of body language.

I read through the transcripts and highlighted certain information to identify codes. Then, I counted code frequency and tried to minimize codes to themes (Madison, 2005; Wolcott, 1994). After completing the themes, I started to seek relations among research variables (Huberman & Miles, 1994). I also created a point of view for scenes, readers and audience (Madison, 2005). To present the data, I created tables and charts of the framework to help make contrasts and comparisons (Madison, 2005; Wolcott, 1994). For the data analysis and theme organization, I create the following tab

Table 2

Data Analysis And Theme Organization

Theme	Textual Data	Positioning Connection	Theory
Powerful powerless	or Nov 16, Teacher to Monica now, some of you I know are good writers so I expect a little more from you ((teacher looked at Monica)) Monica: okay! ((Monica smiled and laughed))	Powerful	

Analysis: the classroom teacher positioned Monica as powerful because of her English language proficiency level. The classroom teacher explained an essay rubric and provided several examples. She used Monica as a good example with higher expectations by saying “*now, some of you I know are good writers.*” This helped position Monica as powerful.

Research Design

A variety of methods were used in this qualitative study to understand the ELLs' various positioning with their peers and between students and their classroom teacher and their impact on the participants' learning experiences through classroom interaction. The specific methods employed in this research included in-class observation and field notes, audiovisual recordings,

survey, and interviews. According to Merriam (2009), “Research focused on discovery, insight, and understanding from the perspectives being studied offers the greatest promise of making a difference in people’s lives” (p. 1). Merriam (2009) further stated that using a case study is a very effective tool that “offers means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon...the case study results in a rich and holistic account of a phenomenon” (pp. 50-51). Consequently, case study design plays an essential role in L2 classrooms. Furthermore, case study design helps readers better understand a specific phenomenon (Merriam, 2009). In addition, Patton (1980) reported that “qualitative measures describe the experiences of the people in depth” (p. 22). Thus, the experiences of this specific group of ESL students were explained by the qualitative approach. Moreover, Hatch (2002) found that qualitative research can disclose participants’ points of views through asking questions to identify how each participant justifies their own experiences. In this study, I adopted Hatch's (2002) typological analysis steps for interpretive analysis with modification:

1. Identify typologies to be analyzed
2. Read the data, marking entries related to your typologies
3. Read entries by typology, recording the main ideas in entries on a summary sheet
4. Look for patterns, relationships, themes within typologies
5. Read data., coding entries to pattern identified and keeping a record of what entries go with which elements of your patterns
6. Decide if your patterns are supported by the data, and search the data for nonexamples of your patterns
7. Look for relationships among the patterns identified
8. Write your patterns as one-sentence generalizations
9. Select data excerpts that support your generalizations (p. 153)

Research Setting

The setting was an ESL class located in a public high school in a mid-south region of the United States. The total number of active students in the school was 2,210 in the academic year

when this study was conducted. The total number of male students was 1,169 (52. 9%) compared to 1,041 (47. 1%) female students. The school included students from different educational, cultural, lingual and racial backgrounds. Students represented 21 different languages with the largest language group being English speakers (48%), followed by Spanish (93%), then Marshallese (83%). Other languages represented only a small percentage, including Laotian, Vietnamese, Hmong, Sgaw Karen, Chinese, Chuukese, Mandarin, Arabic, Burmese, Dutch, French, German, Italian, Kiribati, Korean, Norwegian, Farsi, and Micronesia respectively. The school was racially diverse with a majority of 1,002 (45. 3%) white students. The second largest population was Latino, which included 888 students (40. 18%). Other racial groups included students from the Pacific islands, African Americans, Asians, and less than two percent other. The total number of students labeled ELL was 734 students compared to 1,476 English speakers. The classes start at 7:55 am with some ending as late as 4:00 pm all weekdays. Each class lasts for 45 minutes including lunch period with five minutes in between classes.

Access to School and Classrooms. After receiving approval of the research idea from my committee members, I sent a request to the school district describing my research idea on examining ELLs' interaction in an ESL classroom. I contacted the school district to obtain initial approval (see Appendix E) to conduct my study because obtaining approval for conducting research in public schools that might have students who are not fully documented was not easy, especially when audiovisual recordings were essential instruments for conducting this study. Then, I selected a school and contacted an ESL teacher to get her initial permission to use her classroom in my study. Then, I requested a meeting with the classroom teacher to discuss some basic background issues related to the students' participation in her class and to see the classroom settings and environment prior to data collection. In mid-June 2017, I met the

classroom teacher, Dr. Martin. We knew each other from taking graduate courses together. Dr. Martin asked questions about the research design. Dr. Martin agreed to allow me to conduct my study in one of her classes. In mid-August, I met Dr. Martin at her lunch time to discuss some general information about her classroom and to observe class A for the first time without audio or video recording. By the end of August, I received the IRB approval, contacted Dr. Martin to confirm my plan, and met the school vice principal and the classroom teacher to discuss details about my research, procedures, and logistics. We agreed that I would observe students Monday-Thursday, because usually the school had special events on Friday and schedules would be interrupted. Afterward, I sent the Internal Review Board (IRB) consent forms to the school translation support services to translate the parent/guardian and student consent forms into Marshallese and Spanish for parents/guardians and students who were not proficient in English. Giving students translated consent forms helped students and parents/guardians understand their rights and duties through the research period.

The first observation with audiovisual recording began in the first week of September when Dr. Martin introduced me to her students and provided a brief explanation about my visit to the classroom. I did not begin the audiovisual recording until the first week of September for two reasons: 1) I wanted students to regularly and physically see me and see my location in the classroom to put them at ease, and 2) I wanted the students to have an idea about the reasons behind my observations before starting audiovisual recording.

All qualitative responses were coded and tabulated to show the correlations between participants' answers. The data collection included: participant observations over the fall semester of 2017-2018 of the school year, interviews with students and teachers during the research period, audiovisual recordings of teachers and students' interactions, teachers'

handouts, and audio recorded interviews. During data collection, audiovisual recordings, and observation and interview protocols were used to utilize the analysis of the research data collection.

Language Academy. During the students' interviews, transcribing their answers to the research questionnaires, and data analysis, most of the participants spoke highly of the LA, so I requested a meeting with the LA team to gain more insight about the program. I met one of the LA teachers and he explained the program, curriculum, materials, and who could be in the program.

The LA is an ESL program for newcomers. The LA students spent the whole day in separate LA classes because all the LA teachers taught content area along with ESL instruction. Students rotated through those classes, and they all had the same teachers for the most part. All the LA teachers taught level one of English proficiency. The goal of the LA program is to assist students to improve their English proficiency by at least one level by the end of the school year. The high school that I conducted my study in was the only school in the district that provided the LA classes to grades 9-12 for newcomer students. All students with level one or below of English proficiency must take the LA classes, which means students entered the LA program with little or almost no English. When ELLs came at the beginning of an academic year, they would have an orientation from the school instructional assistants to explain the student handbook and the school rules. They also explained how the program works and what the expectations are for students, parents, and teachers. Afterward, newcomers would be divided up into groups, each group made a poster about the topic, and they presented it to their classmates. In addition, newcomers would be given a tour of the school and play activities to teach them certain language skills that they could use at the beginning, such as going to different places in

the high school, following the school map to know the school, and learning about the school during the first two weeks. When students came in the middle of the school year, the school instructional assistants would provide students with an overview about the program and its expectations and give them the Language Acquisition Survey (LAS) test.

The duration of time ELLs spent in the LA was varied because it depended on the students' time of arrival and their English level and progress. If students were to arrive at the beginning of the academic school year, they could stay in the program until the end of the school year. If students were to arrive in the middle of the school year, they could stay more than one year because of their late time of arrival. Most ELLs spent one year in LA classes. In rare situations, ELLs could stay for 2 years even if they arrived at the beginning of the academic school year because they did not reach the goal of the LA English level for many reasons, such as experiencing interrupted schools or having disabilities that had been not identified. LA students took two LAS tests to measure their English proficiency level. ELLs took one LAS test upon entering the LA program and at the end of the year before moving to regular ESL classes. Some LA students improved more than two English levels before the end of the academic school year, so the school moved them to regular ESL classes because the program focused on level one students. All LA students would be recognized and awarded for their English improvement when they completed the LA English level requirements.

Experienced LA teachers were able to recognize the right time for students to be held accountable and be pushed to the next English level. For example, some newcomers had a medium or high English level when they arrived at LA, but it did not show in their testing. LA teachers met, discussed the students' language improvement and progress, determined the right level for those students, and gave them a new schedule for the classes that they needed because

teachers did not want them to be in classes that were below their English level. LA followed “systematic ELD (English language development) and constructing meaning” (E. L. Achieve, n. d.) instruction to equip teachers with materials, instruction, and activities for helping ELLs reach their academic achievement. LA teachers were aware of and understood their ELLs’ difficulties and challenges and they were sensitive to students’ different educational and cultural backgrounds. LA teachers met regularly to meet their students’ needs and tried to help them not only academically, but also emotionally and financially.

Description of the Two ESL Classes. The research participants were high school ESL students and their classroom teachers. In this study, there were 17 students who agreed to participate in this study from two ESL classes, Class A and Class B. The two classes were taught by the same teacher in the same classroom at two different times of the day. The classroom was located on the second floor of the building. Students were allowed to move easily in the classroom. Students in the two classes that I observed for this study were placed by grade level and were second or third year of ESL instruction. Most of the ESL students were placed in the Language Academy (LA) classes when they entered the school.

The LA classes were for students whose L1 is not English. ESL students must successfully complete the LA classes before being placed in mainstream classrooms if they were in level one English or below. Some students move out of LA and into ESL classes faster than others depending on their English progress. The classroom teacher was on her second year of teaching in this school after obtaining her Ph.D. degree. She had had some teaching experiences in a K-7 grade private school for a year and half before starting the Ph.D. program. The classes met every weekday in a small classroom. The only exit to the classroom was the classroom’s main door. This classroom had no windows, with a smart board located at the front of the

classroom, three white boards, a large size white board on the right wall of the classroom for teacher explanations and for student participation, written objectives for each grade that she taught on the right and left sides of the white board, a medium size white board under the smart board for weekly assignments and lesson objectives, and one white board behind the smart board. In addition, the classroom included colored markers, 18 desks for the students, a world map, many useful posters for ESL comprehension, a clock, the United States flag, a map for the building, a telephone. There was a bullying, intimidation, and harassment policy of the district on laminated paper by the main door of the classroom, three bookshelves, shelves for students' work, two chairs and two desks for the teacher, one with the teacher's computer, which faced the classroom main door and the other one for papers and other materials, which faced the students. The two classes are designed to develop the ESL students' English proficiency level. The class was teacher-fronted with most instruction provided by the classroom teacher. Students work in small groups, in pairs, or individually. The classroom teacher mostly emphasized reading and writing skills along with vocabulary.

Class A and B Description and Participants. All participants from the two classes were ESL students from 12th grade. Both classes were sheltered instruction English Language Art (ELA) classes taught by the same teacher, Dr. Martin.

Class A. Class A started at 1:35 pm and ended at 2:20 pm every school day. The total number of students in this class was 13, five female and eight male students between 16-19 years old. There were seven students who agreed to participate in this study out of the total number (see Table 3).

Table 3

Class A Participants' Demographic information

Pseudonyms	Age	Gender	Native Language	Place of birth	Date of Arrival to the U.S.	Previous work experience
Marco	18	Male	Spanish	Guatemala	05/2014	Yes
Maria	18	Female	Spanish	El Salvador	02/2013	Yes
Cindy	19	Female	Spanish	El Salvador	07/2015	None
Luis	18	Male	Spanish	Mexico	10/2015	Yes
Aisake	19	Male	Marshallese	Marshall Island	01/2015	None
Jessica	18	Female	Spanish	U.S.	05/2014	None
Edgar	18	Male	Spanish	El Salvador	05/2016	Yes

Note N=7

Class A included ten Hispanic ESL students, three females and five males, and three Marshallese ESL students, two females and one male. In this classroom, Marshallese students interacted with each other in their L1 for the most part, and used English when interacting with their teacher and non-Marshallese students. Hispanic students used their L1 most of the time with their teacher and with each other, even though Dr. Martin asked the Hispanic students to use English while in her class, so the Marshallese students and the observer could understand them. Also, she reminded them about the benefit of using English in her classroom for their own advantage and success. Latino students preferred to socialize with classmates and with their teacher when they entered the classroom using their L1 and often Dr. Martin socialized with

them before the class started using the Spanish as well. However, when the class started, Dr. Martin used English most of the time.

On several occasions, I observed students entering the classroom with their headphones on, listening to music, singing, and dancing. When the class started and students were still talking in L1 with each other, Dr. Martin usually interfered with this kind of behavior and tried to stop it. Other students were off topic or participated in inappropriate behaviors. Several students were quiet unless someone talked to them. Also, there were other students who did their best to stay on task and did not participate inappropriately. The following observation could show some of these behaviors (see excerpt 1 & 2).

Excerpt 1: (Class A, 09-06-17)

1. Dr. Martin: You guys are super excited to be here (0.3) remember when the bell rings
2. I don't wanna see headphones (0.3) phones out
3. (0.3) ((the bell has rung))
4. Remember, I don't want to see your phones out
5. And you're gonna need your Chromebook
6. ((one minute later, Dr. Martin said)) The bell has rung already? (0. 3)
7. Maria: No
8. Dr. Martin: ((Dr. Martin looked at Maria in a surprise way. Dr. Martin
9. knew that the bell has rung, but she said that so students could stop talking
10. and do their work. Meanwhile, Luis walked around the classroom. The
11. Marshallese students were not engaged in the conversation))
12. Get your Chromebook guys! ((Dr. Martin was not happy and
13. walked away))

Excerpt 1: (Class A, 09-06-17)

1. Dr. Martin: Guys you can talk about Spanish class during Spanish class ((Dr. Martin
2. said it to Maria's table)) (0.3) You are my seniors, and you supposed to
3. be graduating this year, right?
4. We wanna make it happen unless you want me again next year.
5. I don't want that. I love you and I don't want that.
6. (0.3) ((Luis was not listening at all, his earbuds on and he was singing,
7. talking to himself and not paying attention at all. Then he started singing
8. and dancing))

Class B. After a week of classroom observations with Class A, I shared my observations with Dr. Martin about the students' interactions. She informed me that many of the Spanish-speaking students had the ability to communicate in English without problem, but they resisted using it. As a result, Dr. Martin recommended I visit and observe her other ELA class. Class B started at 11:05 am and ended at 11:50 am. This class included 14 students between 16-19 years old, eight Hispanic ESL students, four females and four males, and six male Marshallese students. There were ten students who participated in this study out of the total number (see Table 4). Class B included eight Hispanic students, four females and four males, and six male Marshallese students. In this classroom, Marshallese students used mostly their L1 in interacting with each other, and English when interacting with their teacher and non-Marshallese students. Hispanic students used their L1 most of the time with their teacher and with each other. The students' behaviors in this classroom were different from class A. Students seemed to be more interested in learning and in the class work than Class A. Most students used their class time to work on their assignments rather than being off task. The male Hispanic students seemed more calm and quiet than the male Hispanic students in Class A. However, the Marshallese students seemed to be distracted sometimes. Eventually this classroom was chosen as the research setting: 1) the male population is more than double compared to the female students' population; however, female students were more active than male students; 2) All girls in this class were Latina students and all of them fully agreed to participate in this study. However, none of the Latino male students were interested/willing to participate in my study; 3) all of the Marshallese students in this class were male students and all of them fully agreed to participate in this study.

Table 4

Class B Participants' Demographic information

Pseudonyms ¹	Age	Gender	Native Language	Place of Birth	Date of Arrival to the U.S.	Previous work experience
George	17	Male	Marshallese	Marshall Island	04/2013	None
Robert	17	Male	Marshallese	Marshall Island	11/2014	None
John	18	Male	Marshallese	Marshall Island	07/2017	None
Sofia	16	Female	Spanish	U.S.	11/2015	Yes
Christina	19	Female	Spanish	U.S	05/2015	Yes
Jenny	19	Female	Spanish	El Salvador	10/2015	Yes
Ronald	17	Male	Marshallese	Marshall Island	01/2017	None
Tom	17	Male	Marshallese	NA ²	NA	NA
Philip	18	Male	Marshallese	Marshall Island	03/2015	None
Monica	17	Female	Spanish	Mexico	07/2015	Yes

Note N=10

Since the students were being given ESL instruction, worked primarily on their computers, and had few interactions in the classrooms, I did some initial interviews with some students to see if I could get more information related to language, culture, social, and gender issues. I interviewed all research participants starting in November except three. I scheduled several interviews with the three, but they did not happen for various reason, so I excluded them

¹ All participants names are pseudonyms.

² NA refers to Not Available information

from the interviews. Through repeating, watching, and transcribing the videos, I realized that most of the classroom participation occurred with the female students.

I observed the two classes for the fall semester, but I chose to analyze only one class, class B, for the following reasons: First, there was too much data for the purpose of my study. Second, the more interactive and positive nature of the learning in class B was different from class A. Class B provided more opportunities to observe how learners and instructors positioned themselves and others.

Class B Participants.

George. George was born and grew up in the Marshall Islands and he spoke Marshallese as his mother tongue language. He was the youngest member in his family and had four brothers and three sisters that lived with him. George came to the United States in April 2013 for better educational opportunities and he learned some English in Marshallese schools. He was very positive about learning English and he liked to learn other languages to communicate with international individuals. He preferred face-to-face interaction with teachers for better understanding due to his English level. He preferred working on his computer to complete his assignments. He liked going to school to be an educated person. He was a very social person, who liked to make friends and learn about their cultures. In addition, he liked to help his classmates if they had difficulties understanding some assignments or homework. However, he did not like to ask questions in front of non-Marshallese speakers because he was afraid that they would laugh at him when he spoke English. He liked to make his parents happy by getting higher grades at school. He was excited to graduate from high school, find a job, and work.

Robert. Robert was born in and grew up in the Marshall Islands and he spoke Marshallese as his mother tongue language. He came to the United States in November 2014 to

learn English and for better educational opportunities and he lived with his family. Robert rarely participated in class, even with Marshallese classmates. He had a low level of English speaking ability. He liked female teachers more than male teachers because he understood from them more than male teachers. He preferred teachers who provided many examples to explain classroom materials. He liked teachers who provided real-life situations when they explained their lessons. Robert fully agreed to participate in this study, but because of his low English level, he preferred the second interview questions either as a hard copy or sent to him by email. The day after the interview, I provided a hard copy and sent him the questions by email. However, Robert was not willing to complete the questionnaires and give/send them back to me even though I reminded him many times.

Philip. Philip was born in and grew up in the Marshall Islands and he spoke Marshallese as his mother tongue language. He had five siblings, of whom three lived with him when he came to the US. He came to the United States in March 2015 for better educational opportunities. He was a social person who liked to know about other people's cultures and customs. He had many plans for his future and he liked to discuss them with his teachers and other people. He thought that his teachers positioned him as a role model to other students by encouraging him to work hard to reach his dreams. He liked going to school and learning English every day, reading books, listening to music, and watching TV. Philip preferred teachers who provided more examples when they explained their lessons. He wanted to be a diesel mechanic or work at Tyson Food after graduating from high school. He had many big dreams and wanted to be independent. One of his motivations to learn English was to communicate with world leaders and be a president of the Marshall Islands.

Christina. Christina was born in the U.S., but she moved to Mexico when she was three years old. She spoke Spanish as her native language and she had three siblings. She came back to the United States when she was 17 years old. She lived with her aunt when she came back to the United States in May 2015, but she had some problems living with her aunt, so she moved to live with her family. She came to the United States because she wanted to study and get a job that would enable her to buy a new car. She learned some English at a high school when she was in Mexico. Christina missed living in Mexico because she grew up there, but she had the courage to learn English because she needed to communicate with customers at her job, to communicate with her English speaking boyfriend, to get a better job, and to communicate with internationals when she traveled to foreign countries.

Christina enjoyed communicating with her teachers, especially when they talked about daily life in the US. She was interested in learning about life, socialization, and how to be independent, more than she was in school. She was scared when she came to school because of her low English level, but after being in the LA, she felt comfortable because it was a safe place to make language mistakes. By the end of the interview time, I asked Christina if we could meet again on a different day to complete the interview questionnaire. However, she preferred to answer the remaining questions on a hard copy due to her time limitation. I provided her with a hard copy and emailed her an electronic copy as well. Christina preferred strict teachers, especially those who counted grades toward assignments due dates. Strict teachers made Christina feel responsible to do her work on time. She felt comfortable speaking English with people that she knew, especially to ELLs.

Jenny. Jenny was born and grew up in El Salvador and she spoke Spanish as her mother tongue language. She wanted to come to the United States for two main reasons: 1) she wanted

to see and live with her mother; 2) she was looking for better future opportunities for her family and herself. Jenny was separated from her mother for 13 years. She was reunited with her mother and siblings after 20 days of entering the United States in October 2015. Her English-speaking siblings helped her with English, especially pronunciation. When Jenny came to the US, she had some basic knowledge of English words and their meanings that she learned in El Salvadorian schools, but she did not know how to pronounce them. She had a negative experience in learning English in El Salvador because of the inadequate English instruction, explanation, and practice. She preferred working by herself when doing classroom assignments for two reasons. First, she could concentrate more; second, her group members did not agree with her ideas most of the time. She preferred face-to-face interaction with her teachers to get quick answers to her questions. Jenny liked teachers who checked on students' understanding frequently. She was quite confident about her performance in the ESL class and in school generally. Jenny's English speaking level was low at the time of the research period. In the interview, I asked her about the second interview and she preferred a hard copy to complete the questionnaire and bring it back to me. I provided her with a hard copy and an electronic copy. However, she did not complete the questionnaires even though I reminded her in class and by email.

Sofia. Sofia was born in the United States and lived there for three years before moving to Mexico with her mother when she was three years old. She lived, grew up and spoke Spanish as her native language in Mexico for 13 years before coming back to the US. She was the only child of her parents; however, she did not live with her parents. In fact, she met her father only one time, but Sofia and her mother met each other once a month and sometimes once a week. Her mother also communicated with her through phone calls. She lived with her maternal grandparents and aunts. When she was nine years old, one of her aunts wanted to bring her to the

US, but she did not want to come because she felt that she was not ready to leave her family. When Sofia came to the US, she lived with her aunt, then with her friend. Sofia missed her parents' home country and its culture, society, and liberty. Sofia came back to the United States for better educational opportunities. After graduating from high school, Sofia wanted to serve in the United States army to help her with college tuition, obtain bachelor's and master's degrees in environmental Engineering from the flagship university of the state that she lived in, and get a job.

Sofia was interested in learning other languages because they were important for communication with international people. While she was in school learning English, she studied the Italian language for six weeks to communicate with her Italian soccer coach. Sofia felt comfortable speaking English mostly with English learners because she could position herself as an inspirational example to look at. Sofia liked to read, especially comic books, fiction and non-fiction stories. She liked to sing and teach language learners when she reached high English proficiency level. Sofia was a hard-working student; she was working while studying. In the second session of the interview, Sofia reflectively positioned herself as responsible for her own learning:

1. Researcher: What do you think has helped you the most to learn English?
2. Sofia: I think it comes from me because I always say
3. I can do it and never give up
4. Because it's hard to learn English
5. But I keep trying
6. I think it comes from you
7. Researcher: but what helped you the most
8. Sofia: I like reading
9. Go to the library and read books
10. and when I don't understand words, I write it down and then
11. I always have a Spanish English dictionary
12. And I look up for the words
13. I like to read

14. I don't do it right now too much
 15. Because I don't have time to it.

Monica. Monica was born and grew up in Mexico and spoke Spanish as her native language. She was the youngest child in her family. When Monica was born, her mother was 39, her father was 40, her brother was 18, and her sister was 19 years old. Her brother and sister were not living with their parents when she was born because they were college students. She had no neighbors of her age, but only a cousin who came to the United States when she was four years old, so she described her childhood as being lonely: "I grew up alone," Monica said. In addition, Monica preferred to be friends with individuals older than her because of the way she lived.

Education was important in Monica's family; they were dedicated to her education, especially her mother since she was the youngest child. Her mother preferred to take care of her when she was a kid and she did not want to send her to a daycare. Instead, she preferred to educate Monica by herself and read books to her since she was very young. In the second session of the interview, Monica said:

1. Monica: When I was in kindergarten
 2. My last year in kindergarten, I began to read
 3. And when I was in elementary school, my first year
 4. They took me to the 6th grade to show me to the people in 6th grade
 5. That one from the first year, read better than you!
 6. Researcher: So, how did you become a good reader?
 7. Monica: I really love to read!
 8. But when I was little
 9. My mom really focused on me
 10. So, she didn't take me to a (0.3) daycare (0.3) she always with me and
 11. (0.3) like my parents believe that the only thing that ((they are)) gonna
 12. give me is education
 14. So, my sister, she graduated from high school and from the university
 15. as a PE teacher
 16. So, there is like... a whole thing about education in my family.

In general, she liked to read books, especially romantic, history, and psychology books. She was very interested in studying psychology and majoring in it. When Monica came to the United States for better education opportunities, she lived with her sister, who was married and had one child. She worked and paid for her living with her sister, including food, phone bills, clothing, etc. She was not comfortable living with her sister because her sister did not care about Monica's special events, such as award assemblies and special recognition from school even when Monica informed her sister ahead of time. Consequently, she decided to go home after high school graduation and do her undergrad work with her parents.

Monica had a strong personality and she was hard working at school and at work. She used the class time to do her homework. Monica worked to cover her expenses and send some money to her parents. Her parents told her that she needed to focus on her education, but she felt that she could find balance between her education and her job. She was proud of herself for obtaining good grades in an average of 90%-100% even though she was working. She was very confident in her ability to succeed in school, which made her parents happy for her. She usually used the advisory time to do her homework in school.

In Monica's first year of being in a United States high school, she had felt comfortable speaking English with individuals older than her or "white" (in Monica's words) English speaking classmates only because she did not like the way that Spanish speakers dealt with her. For example, when she made speaking mistakes, the English speakers helped her without making fun of her English. However, the Spanish speakers laughed when she made speaking mistakes and only then helped her. Since her English improved in the second year, she felt comfortable speaking in English to people around her. Monica appreciated the United States education

system, but she wanted to go back to her country after graduating from high school because she felt obligated to be with and help her parents.

Focal participants: Monica and Sofia. After reviewing my field notes of the classroom observation and video tapes, I chose Class B to be my research classroom. Through watching the video tapings and a recursive micro-analysis of the classroom interaction, I discovered that most of the participations and verbal interaction occurred around four students: Christina, Jenny, Sofia, and Monica. As a result, I reviewed the data again and selected Monica and Sofia as focal research participants due to several reasons: Monica and Sofia's English skills' levels were higher than other participants (see table 5 & 6). They understood all of the questions that I asked and answered them without hesitation. They worked diligently in and out of school. Their participation and positioning were different than other participants in multiple ways discussed in Chapter Four. Monica shared issues related to her past and future without being asked, which helped me understand her. In addition, they provided a huge amount of data. Finally, they were willing to meet for interviews and answer all the questions in the face-to-face method, which Christina and Jenny were not. These face-to-face interviews helped me understand their positions, and I was able to "read" extra linguistic features. In this research, Monica provided more data than Sofia because her attendance was better than Sofia's. Consequently, this research provided more data from Monica's classroom interaction and positioning than Sofia's.

Table 5

Participants' English Language Proficiency Assessment (ELPA) for the 21 Century

Pseudonym	Speaking	Listening	Reading	Writing	Overall
Monica	5	5	4	3	2
Sofia	3	4	3	3	2
Christina	3	3	2	3	2
Jenny	2	3	3	2	2
George	3	3	2	3	2
Robert	NA ³	NA	NA	NA	NA
Philip	NA	NA	NA	NA	NA
John	NA	NA	NA	NA	NA
Tom	NA	NA	NA	NA	NA
Ronald	NA	NA	NA	NA	NA

N=10

Table 6

ELPA21 Brief Scoring Interpretation

Number code	2	3	4	5	Overall (2)
Meaning	Early intermediate	Intermediate	Early Advanced	Advanced	Progressing

The Classroom Teacher: Dr. Martin. Dr. Martin was born and lived for her first five years in Puerto Rico and she spoke Spanish as her mother tongue language. Her parents were both Puerto Rican and spoke Spanish as their L1. She had three brothers and she was the third child in her family. She moved to Arizona when she was five years old with her family because her parents wanted to obtain their graduate degrees. They obtained graduate degrees and worked

3 NA refers to None Available information

as university professors. Her parents spoke English very well and her older brothers had been taught English in school. She went to kindergarten through fourth grade in three different schools in Arizona. She studied fifth grade in a mid-south state in the United States after her father had obtained a university teaching position there. She lived and studied in Texas, and briefly, went to high school in Puerto Rico where she had to learn to read and write in Spanish. She understood Spanish native speakers, but she had a noticeable accent in Spanish and she did not sound native-like. Some of the difficulties she faced were: 1) teachers were not prepared to teach a high school student who was not fluent in Spanish; 2) Teachers spoke quickly, which made it hard to write up all the notes in Spanish because by the time she translated what the teacher explained, she had already missed other information. Consequently, she had to write up all her notes in English to catch up with her teachers.

She was interested in bilingual education, so she moved to a Mid-south university to obtain a Ph.D. in curriculum and instruction, focusing on second language acquisition and policy. She has a Ph.D. in Curriculum and Instruction with a concentration in TESOL. While I was collecting the research data, she was in her second year of being an ESL high school teacher. Dr. Martin was uniquely qualified to be an ESL teacher. She was loved by her students because she advised them, reminded them about the importance of being bilingual, encouraged them to do well in school and in life, and she spoke slowly to them, which was helpful for her students. She did many repetitions while explaining a new subject and provided many examples. She connected her examples to students' lives and experiences. In addition, she worked with students individually who needed her help because of their language level or because of their absences. Dr. Martin grew up with well-educated parents who showed her the importance of being a good

teacher. Being a child of educated parents had a huge impact on her performance as a teacher. Experiencing language difficulties when she was a student helped her to be a patient teacher.

Data Trustworthiness

Trustworthiness is an essential component to conducting this study. The data were triangulated to increase validity because “human actions cannot be understood unless the meaning that humans assign to them is understood” (Marshall & Rossman, 2006, p. 53). Thus, I used a variety of data resources to triangulate the research data, such as classroom observations and field notes, audiovisual recordings, survey, interviews, and other classroom documents to understand the student-student and teacher-student interactions and positionings. Greene (2007) indicated that triangulation through the use multiple data collection methods enables researchers to investigate the same phenomenon while promoting the validity of conclusions and findings. All observations and interviews were audiotaped and transcribed with a close transcription to ensure the accuracy of the observations and interviews data. Each transcript from the interviews and from classroom interaction was reviewed multiple times by the researcher while playing the audiotapes to confirm the transcripts’ accuracy. To increase trustworthiness of the data, I asked some of my colleagues and mentors to help proof the methodology used and provide me with their criticism, edits and feedback.

Through my prolonged observation of the participants, I was able to gain student trust and allow them to become comfortable with my presence. There were times when student participants came up to me and asked questions related to my culture, customs, education, or research, or to ask for advice.

The participants knew from the beginning of the study that I was a doctoral student and that I chose their classroom to conduct my doctoral research. Furthermore, they knew I was a

non-native English speaker who went through similar experiences of language acquisition. Knowing these facts about me helped build the participants' trust and encouraged them to share their thoughts and experiences. Some participants verbally informed me about their comfort with me and their ease in talking about their experiences with the language acquiring process and the challenges they faced. They felt that I shared these challenges with them. For instance, a student invited me to her graduation day in May.

Through the entire data collection period, I was a non-participant observer when the teacher explained her lessons. I spoke with the students when they asked me direct questions and most of the cases after obtaining the teacher's permission to talk.

Summary. In this chapter, I introduced the methods I used in my qualitative research study. The study was conducted in a public high school located in the mid-south region of the United States. The total number of participants was 17 students and two teachers. The research data were collected via audiovisual recordings and stored on a local computer hard drive. In addition, I used note taking, interviews, and classroom observation data. I provided a discrete description for the demographic of each of the classes I surveyed. Based on my initial observation, I decided to use only one of the classrooms. I used a case study with multiple participants approach as recommended by similar research studies. Additionally, I used discourse analysis to analyze the data collected in this research. In Chapter Four, I will present the research findings and the data analysis.

CHAPTER FOUR: FINDINGS

This chapter consists of four parts to help answer each of the four study questions. The purpose of this study was to examine the different types of positioning used by the classroom teacher and ELLs and how they impacted classroom discussions and social interactions among the students and between the students and their teacher.

The following questions guided the study:

1. How do ELLs' different positionings by the classroom teacher and/or classmates promote or limit learning opportunities?
2. How does the classroom teacher position her ELLs based on their language level into powerful or powerless?
3. How do ELLs position themselves and shape their identities, when interacting with their teacher, classmates, and the researcher?
4. How does classroom seating arrangement (as a type of positioning) promote or limit language learning opportunities?

Overview of the Findings

The findings of this study indicated that participants positioned themselves and others in multiple ways through social interaction. The focal participants believed they were trying to communicate with their classroom teacher and their classmates in a way that was beneficial way to them, whereas other students expressed challenges in participating in classroom discussions, events, and activities, which limited their access to learning opportunities. In the next section, data provide examples of classroom interactions between the teacher and the focal students that reveal how these interactions limited or expanded access to learning opportunities. This social

interaction included powerful or powerless positioning, responsible or irresponsible positioning, positioning as a model learner, and positioning as an expert in English.

Question One Findings: How Do ELLs' Different Positionings by The Classroom Teacher and/or Classmates Promote or Limit Learning Opportunities?

For this question, the researcher examined the positioning of the focal participants by the classroom teacher and classmates. To answer this question, data were organized into two sections: 1) Monica's case; 2) Sofia's case.

Monica's case. Excerpt 1 shows how Monica was positioned by her classroom teacher as a good learner who asks questions about assignments compared to her classmates, who tended not to ask questions. By asking questions and getting answers from Dr. Martin, Monica gained access to more learning opportunities and strengthened her belief that she was a good student. In addition, she helped create language learning opportunities for her classmates. Throughout the conversation in the following excerpt, Monica tried to use the Spanish with Dr. Martin. She was shy and spoke in a lower voice because she was not sure of her work, but Dr. Martin was supportive and explained the spelling of the word in question. Dr. Martin encouraged Monica by saying "you don't have to be perfect." This positioning by Dr. Martin helped not only encourage Monica, but also create better language learning opportunities for herself and peripherally for her classmates.

1. Monica: Ms. how can I spell "rough" ((Monica spoke Spanish in a low voice))
2. Dr. Martin: ((Dr. Martin came closer to Monica))
3. Dr. Martin: Rough, R-O-U-G-H
4. ((Monica replied in Spanish to Dr. Martin))
5. Dr. Martin: It depends how you're using it
6. Monica: Like?. ((Monica showed her work to the Dr. Martin))
7. Dr. Martin: Let me come. ok ((Dr. Martin started to read Monica' writing))
8. Dr. Martin: I know what you're trying to say
9. but this is not how to translate it to English
10. Monica: But ((Monica spoke in Spanish with Dr. Martin. She tried to explained

11. her point of view while Dr. Martin was still explaining in English))
12. Monica: ((Monica continued taking to Dr. Martin in Spanish))
13. Dr. Martin Aw! and the rough part
14. Monica: ((Monica laughed because she was not sure about her writing))
15. Dr. Martin: Just try your best
16. Monica: But ((Monica spoke in Spanish about the assignment))
17. ((Monica insisted on showing her point of view on the assignment to
18. Dr. Martin))
19. Dr. Martin: ((Dr. Martin came closer to Monica's table and said))
20. You don't have to be perfect
21. I know you guys from my language academy last year. Relax.

In the next excerpt, Dr. Martin positioning Monica as a model student expanded her learning opportunities. Monica asked a question to Dr. Martin and was looking for an explanation. Dr. Martin asked all students to pay attention because she wanted to explain this question and the answer to all students. After answering the question, Dr. Martin praised and thanked Monica for asking the question. This is an example of a positive positioning of Monica by Dr. Martin that helped expand and promote Monica's learning opportunities.

1. Monica: Ms.
2. Dr. Martin: Yes ma'am
3. Monica: [((Monica asked some questions for clarification))
4. Dr. Martin: ((Dr. Martin raised her voice, so all students could hear the answer for
5. Monica's question))
6. Let's do this Hey guys; if you have some of the other characters,
7. Right. Let's do this
8. Do you know how to do things in bold with letters?
9. When you highlight it, and it says B for bold
10. ((Dr. Martin explained what she meant on the whiteboard too))
11. Why don't you highlight the main characters in bold?
12. Like for example, Mitchel is a main character, right? So, just bold it
13. Jimmy T is a main character, right? Bold it.
14. Who else is a main character?
15. Students: Randolph
16. Dr. Martin: Randolph, bold his name, but his sister and family, just leave it Jenny
17. Right? Because they are characters and they do talk, right?
18. But they're not the main characters
19. ((Dr. Martin provided examples on the whiteboard))
20. Monica: So Dr. Franklin is not like a main character or yeah because he have
21. problem with um Jimmy

22. Dr. Martin: Yeah, but they are important because of the conflict, ok
23. Monica: Yeah
24. Dr. Martin: So just go ahead and select their name or mark the main characters
25. in bold
26. Okay.
27. So, if you already turned it in ((Dr. Martin pointed on John and George))
28. You can un-submit and fix it, okay?
29. Because their actions impact the story.
30. ((Dr. Martin thanked Monica in Spanish))
31. Thank you for that question ((Dr. Martin to Monica))

In excerpt 3, the classroom Dr. Martin positioned Monica as a model student. Dr. Martin used Monica as an example to help promote Monica and place her in a leadership position. This type of positioning to Monica by Dr. Martin helped increase learning opportunities for Monica.

Excerpt 3: (09/20/2017) The classroom teacher positioned Monica as a model student

1. Dr. Martin: ((Dr. Martin raised her voice to the whole class)) so for example
2. Monica asked me this question
3. The story reminds me of something that has happened to you, ok.
4. I had the same feelings as, this is the situation.
5. The story reminds me of this situation.
6. I have the same feeling as which character.
7. And then explain why you have the same feeling with you go through.
8. That makes you connect with the feelings that the character had. Ok?
9. This is your interim assessment guys
10. So you better make this look better.
11. This is 50 points. Ok, so make it look as pretty as possible.

In excerpt 4, Dr. Martin and ELLs positioned Monica as an expert in English. In the following classroom conversation, Monica reflectively positioned herself as an English expert. The students were confused about the ACT price, so Dr. Martin tried to explain that “If you get free or reduced lunch, you can go to the counselor center.” The ACT exam is a standardized test for college bound students. While Dr. Martin was explaining everything in English, Monica was trying to translate Dr. Martin’s words to Spanish to help her classmates. Monica was trying to position herself as an expert in English. Dr. Martin was pushing Monica to speak English by

saying “hold on, English” to help Monica and the other students focus on English language learning.

Excerpt 4: (09/19/2017) Dr. Martin and ELLs positioned Monica as an expert in English

1. ((Students were chatting before the class started with their teacher and
2. they were worried about some tests))
3. Monica: ((Monica spoke in Spanish about the prices of the ACT test))
4. Dr. Martin: Unless you got free or reduced lunch.
5. If you get free or reduced lunch, you can go to the counselor center
6. and they will (0. 3) ((Dr. Martin stopped because Monica translated it
7. out loud in Spanish to her table and Christina’s table.
8. Other Latino students were listening to Monica as well))
9. Dr. Martin: (0. 3) What do we think about the story we’ve read?
10. Monica: So sad!
11. Dr. Martin: You don’t know enough until you finish reading it.
12. Or did you
10. Did you finish reading it? ((Dr. Martin was talking to students))
11. No? ok!
12. What happened to your computer? ((Dr. Martin went to help Tom))
13. Monica (0. 3) ((Monica spoke in Spanish to Dr. Martin))
14. Dr. Martin: Sure
15. Monica: ((Monica spoke in Spanish to her Latinos classmates))
16. Dr. Martin: (0. 3) ((Dr. Martin turned to Monica and said))
17. hold on, English ((Dr. Martin meant use English when she turned to
18. Monica and said hold on))
19. Monica: Ok
20. For those who are seniors, yesterday I heard it, you have to log in.
21. Well if you already received your picture
22. There is a code you have to login into (0. 3) um (0. 3) how to say that
23. ((Monica looked at Dr. Martin and spoke in Spanish))
24. Dr. Martin: The webpage
25. Monica: The website to choose which picture you want to put in. so (0. 3)
26. Christina: Oh, really?
27. Monica: Aha, you can
28. Christina: Where, where is the website?
29. Monica: If you already get the pictures.
30. Christina: Aha
31. Dr. Martin: Okay, so what you gonna do it just after the class
32. You guys can talk about it. Okay!

33. Christina: okay ((Christina smiled and said okay))
 34. Monica: ((Monica smiled too and Spoke in Spanish))
 35. Dr. Martin: I'm trying to remember what I
 36. Monica: Did you forget? ((Monica laughed))
 37. Dr. Martin: Okay

In excerpt 5, Monica was positioned by her classmates as an English expert. Monica started a conversation with Dr. Martin by asking about the parent-teacher conferences. Dr. Martin explained to Monica the specifics of the conferences. After a short conversation between Monica and Dr. Martin, Monica's classmates looked at Monica and spoke with her in Spanish to let her know that they felt confused. Monica explained everything to her classmates in Spanish. This shows that Monica's classmates positioned her as an English expert. The Latino students relied on her and they felt more comfortable talking with her in Spanish even though Dr. Martin can speak their Spanish as well.

Excerpt 5: (09/18/2017): Monica was positioned as an English expert by her classmates

1. Monica: Mrs. When is the conferences?
2. Dr. Martin: The conferences are today or Wednesday
3. You start in the Cafeteria, read the slides to your parents.
4. And if any of your parents want to talk to the teachers
5. you're free to find us.
6. Monica: So
7. Martin: The location should be on the slide. I will be in this room tonight.
8. If you come on Wednesday, I will be in a different room.
9. Monica: So like, they did not give us the little papers to fill out
10. The hours you want to come, so if you want to come today
11. or Wednesday
12. Dr. Martin: It doesn't matter
13. Because it is anytime that your parents want to talk to your teachers
14. It's really not meeting with your advisor
15. Monica: Okay! So Like your just showing the slides
16. Dr. Martin: The slides, and after that when you prove you've done that
17. in the cafeteria then we let you come in and look for your teachers,
18. okay?
19. So if you guys want me to talk to your parents, just let me know.

20. Students: ((Monica's tablemates asked her about what Dr. Martin said
21. and she translated to them in Spanish))
22. (0. 3)::((After Dr. Martin explained everything in the story,
23. Monica's tablemates looked confused and talked to Monica in Spanish
24. to explain the story to him. Monica explained the story in Spanish
25. to her classmates))

Sofia's case. Excerpt 6 demonstrates that Sofia was trying to access learning opportunities by asking Dr. Martin questions. However, Dr. Martin's positioning to Sofia may have limited her learning opportunities. Sofia was trying to write environmental engineer, but she was unsure of the spelling, so she asked Dr. Martin. Dr. Martin corrected Sofia by saying the word "engineer" in Spanish and by asking Sofia to use the dictionary. Sofia's reaction to Dr. Martin's comment showed that she was embarrassed and unenthused. This interaction might have limited Sofia's willingness to try again in English thus reducing learning opportunities.

Excerpt 6 (09/12/2017): Teacher positioning to Sofia might have limited her learning opportunities

1. Sofia: I want to become an environmental engineer
2. ((Sofia was working on correcting her writing))
3. Dr. Martin: ((Dr. Martin started explaining to the class on the whiteboard))
4. Sofia: How to spell engineer ((Sofia interrupted Dr. Martin and asked))
5. Dr. Martin: ((Dr. Martin said engineer in Spanish)).
6. If not, there is a dictionary that you can use.
7. Sofia: ((Sofia went to get the dictionary. She was not excited to get the
8. dictionary. Sofia's facial expressions and body language when she stood
9. and walked to get the book showed that she was not excited))

In Excerpt 7, Dr. Martin wanted Sofia to be more responsible with her classroom work. Dr. Martin asked Sofia and some of her classmates about a classwork from the previous week. Dr. Martin was worried because Sofia was late with her homework from the previous week. Thus, she positioned her as irresponsible, but with humor.

Excerpt 7 (September 13, 2017): Teacher wanted Sofia to be more responsible

1. Dr. Martin: Christina, Sofia, MNP1, MNP3, MNP2, and Robert
2. I don't have your job from Valentin graphic organizer
3. Sofia: Huh? ((Sofia seemed surprised, from her facial expression))
4. Dr. Martin: Yeah, see the senior notebook in your backpack.
5. I hope it is not covered with Ranch ((some ranch had been spilled
6. in her backpack earlier before the class started))
7. Sofia: Laughed.
8. Dr. Martin: This is something that we finished last week because this week
9. we did the Mustache.

Summary. Question One was designed to examine how ELLs' different positionings by the classroom teacher, themselves, and/or their classmates promote or limit their learning opportunities. The two focal students were positioned differently by their classmates and the classroom teacher. Monica was positioned by her classroom teacher as a good learner who asks questions about assignments compared to her classmates, who tended not to ask questions. In addition, Dr. Martin's positioning to Monica as a model student helped expand her learning opportunities. Moreover, the classroom teacher positioned Monica as an expert in English. Monica was positioned by her classmates as an English expert as well.

In contrast, Sofia was trying to access learning opportunities by asking Dr. Martin questions. However, Dr. Martin's positioning to Sofia might have limited her learning opportunities. In addition, Sofia was asked to be more responsible in handling her classwork because she had some issues that affected the way she was viewed and positioned by her classroom teacher, such as late homework due the week before.

Question Two Findings: How Does The Classroom Teacher Position Her ELLs Based on Their Language Level into Powerful or Powerless?

Monica's case. In excerpt 8, Dr. Martin positioned Monica as powerful because of her English language proficiency level. Dr. Martin explained an essay rubric and provided several

examples. She used Monica as a good example with higher expectations by saying “now, some of you I know are good writers.” This helped position Monica as powerful. As a result, Monica spoke with one of her classmates in Spanish trying to clarify some of the points for him. This helped Monica feel even more powerful.

Excerpt 8 (11/16/2017): Teacher positioning to Monica as powerful based on her English level

1. Dr. Martin: Questions ((Dr. Martin explained in details the instruction of
2. the interim Assessment position essay rubric. She explained every point
3. many times and provided many examples))
4. John: How many paragraph
5. Dr. Martin: You can write three paragraphs or you can write one paragraph
6. with eight sentences
7. *Now, some of you I know are good writers*
8. *So I expect a little more from you ((Dr. Martin looked at Monica))*
9. Monica: *Okay! ((Monica smiled and laughed))*
10. John: I suck! ((John smiled))
11. Dr. Martin: The only way you get better is practice. Right?
12. (0. 3) did I give you good issues to choose from?
13. Monica: Aha!
14. Dr. Martin: Okay!
15. MNP4: (0. 3) ((MNP4 asked Dr. Martin in Spanish))
16. Monica: ((Monica talked to MNP4 in Spanish))
17. Dr. Martin: It might be for you I expect one paragraph with 8 sentences
18. Okay?

Excerpt 9 is another example of how Dr. Martin positioned Monica as powerful. Monica asked Dr. Martin a question and Dr. Martin used Monica’s question as an opportunity to position Monica powerfully by saying “Monica has a good question.”

Excerpt 9 (11/16/2017): Dr. Martin positioning to Monica as powerful based on her English level:

1. Monica: Ms. How can we talk about
2. Dr. Martin: So you could say
3. The hand of Fatima, right?
4. Dr. Martin: ((Dr. Martin looked at Monica’s Chromebook))
5. Don’t write it here ((Dr. Martin pointed on Monica’s Chromebook))

6. You write it in here ((Dr. Martin pointed on the paper on Monica's desk))
7. Monica: No no
8. Dr. Martin: Okay
9. Monica: ((Monica spoke in Spanish))
10. Dr. Martin: Okay
11. Monica: So how do I begin. just write the sentences?
12. chose to be
13. Dr. Martin: So. Okay ((Dr. Martin looked at the students and said okay in a loud voice to get everyone's attention))
14. Monica has a good question
15. Philip, you need to listen
16. She goes how do I start my introduction sentence
17. She told me which story she chose
18. So, in her case is the hand of Fatima. Right?
19. She can say in the hand of Fatima
20. Aneesi is faced with doing what her dad wants her to do
21. and keeping him happy or following her dreams
22. right?
23. Aha!
24. Monica: I will explain my point of view on this issue
25. Dr. Martin: Does that make sense?
26. Aha!
27. Monica:

Sofia's case. In excerpt 10, Dr. Martin positioned Sofia as powerless. Dr. Martin asked Sofia and some of her classmates about a missed assignment from the week before. Through the conversation, Dr. Martin unintentionally positioned Sofia as powerless by saying "I hope this is not covered with Ranch." Another powerless positioning in this conversation was when Dr. Martin reminded Sofia that the assignment was due the week before and that this week's assignment is different.

Excerpt 10 (September 13, 2017): Teacher positioned Sofia as powerless

1. Dr. Martin: Christina, Sofia, MNP1, MNP3, MNP2, and Robert
2. I don't have your job from Valentin graphic organizer
3. Sofia: Huh? ((she was surprised, She seemed honest from her facial expression))
4. Dr. Martin: Yeah, see the senior notebook in your backpack.
5. I hope this is not covered with Ranch ((some ranch had been spilled in backpack earlier before the class started))
6. Sofia: Laughed.
7. Dr. Martin: This is something that we finished last week because this week

10. we did the Mustache.

Excerpt 11 is another example of powerless positioning to Sofia. Dr. Martin told Sofia that she had only two assignments with A's. Sofia rejected Dr. Martin's positioning and positioned herself as powerful by saying, "that's not me." Sofia thought that she had more than two As with an overall A in the class. However, she was positioned by as powerless when Dr. Martin said "that's not you right now!" When Dr. Martin tried to discuss that with her, she started negotiating her position with Dr. Martin. As a result, Dr. Martin positioned Sofia as powerless by saying, "You do realize that continuing to argue with me is not going to help." As the conversation goes on, Dr. Martin positioned Sofia as even more powerless because Sofia was not listening to Dr. Martin's instructions and was unable to explain the meaning of "loyalty."

Excerpt 11 (11/02/2017): How Sofia was positioned as powerless

1. Dr. Martin: I currently have two As in to your class
2. Sofia: That's not me
3. Dr. Martin: That's not you right now ((Dr. Martin said that in a sarcastic way
4. to Sofia))
5. Sofia: Yeah, because ((Sofia spoke in Spanish))
6. Dr. Martin: You do realize that continuing to argue with me is not going to help
7. Sofia: Laughed
8. Dr. Martin: How about you focus on all that energy into doing what
9. Sofia: Laughed ((Sofia spoke in Spanish and said royalty over))
10. Royalty over
11. Dr. Martin: Looks like the most important thing is
12. Dr. Martin: Yes, but you didn't explain what it looks like
13. But what is it loyalty
14. Sofia: [((overlapping talk and unclear voice))
15. Dr. Martin: Yes, you gave me two sentences, but they are so [I couldn't count it
16. ((Dr. Martin tried to explained to Sofia some of the issues on Sofia's
17. essay))
18. Look I'm going to tell you ((Dr. Martin spoke in Spanish))
19. Does that tell you? ((Dr. Martin spoke in Spanish))
20. Sofia: ((Sofia spoke in Spanish)) laughed
21. Dr. Martin: But you didn't describe it. So, don't complain.
22. You give me a generic response.
23. ----
24. Dr. Martin: If I can speak your language, which is the ((Dr. Martin changed her voice

25. And she was trying to mimic Sofia's voice in a funny way.
26. Monica and Sofia laughed))
27. Dr. Martin: I can speak multiple languages
28. Monica ((Monica spoke in Spanish to Dr. Martin))
29. Dr. Martin: Or when I am grading something, I go ((hand movement showing check
30. marks))
31. and Sofia, you're fast reader. I am not worried about you
32. Hey guys, don't waste your time

There were examples of powerful or powerless positioning to other students such as Christina. In excerpt 12, Christina took step to empower herself by completing the assignment before the due date and faster than other students in the classroom. Dr. Martin did not praise Christina for her actions. Instead, she chastised Christina as powerless by saying "*you better not be interrupting your team.*" Other students in the classroom heard Dr. Martin talking to Christina by saying "You better not be interrupting your team." Consequently, students could have positioned Christina as powerless too.

Excerpt 12 (09/12/2017), Dr. Martin positioned Christina as powerless

1. Christina: Can I submit ((the assignment. Students were working in small groups
2. and individually on google classroom using their Chromebook
3. to fill out the graphic organizer for the "Skins" story))
4. Dr. Martin: Can you what?
5. Christina: Submit
6. Dr. Martin: If you want
7. But you still have 6 minutes and If that's the case
8. you better not be interrupting your team

In excerpt 13, Christina continued to position herself as powerful to classmates by holding the assignment up as proof of completing the assignment when Dr. Martin said "*I am sure you did, but I don't have a grade for you...hey guys how about we don't forget about our grades and actually do work so that you can get a grade.*" However, Dr. Martin continued to assign her a powerless position by saying "*Remember guys we're reading.*" By speaking in Spanish, Dr. Martin positioned non-Spanish speakers as powerless as well because Marshallese

students were trying to learn English, but they were unable to do so because they could not understand the Spanish conversation.

Excerpt 13 (09/13/2017): Christina's positioning of self as powerful to her classmates

1. Dr. Martin: Anybody else have something that you owe me
2. ((Christina spoke in Spanish to her tablemates and tried to let Dr. Martin
3. hear her))
4. Dr. Martin: I am sure you did, but I don't have a grade for you.
5. Dr. Martin: Hey guys how about we don't forget about our grades and actually do
6. work that you can get a grade on.
7. ((Christina held her paper up and then put it down on her desk))
8. Christina: Okay
9. Dr. Martin: Okay
10. Dr. Martin: Remember guys we're reading.

Summary. Question Two was designed to examine how the classroom teacher positioned her ELLs based on their language level into powerful or powerless. Dr. Martin positioned Monica as powerful because of her English language proficiency level. Dr. Martin used praising statements to help position Monica as more powerful compared to her classmates. Monica positioned herself as powerful by asking questions in the class, which helped promote her learning opportunities. In contrast, Sofia was often positioned as powerless by Dr. Martin due to issues related to mistakes made by Sofia during class discussions. Another student, Christina, positioned herself as powerful and was positioned by Dr. Martin as powerless.

Question Three Findings: How Do ELLs Position Themselves And Shape Their Identities, When Interacting With Their Teachers, Classmates, And The Researcher?

Monica's Case. Monica shaped her identity when interacting with the classroom teacher, her classmates, and with the researcher and positioned herself in multiple ways. Monica positioned herself as: 1) an expert in English; 2) responsible for her classmates. Excerpt 14 showed how Monica positioned herself as an expert in English and responsible for her classmates-a positioning of self. She positioned herself as an expert in English by intervening

and trying to direct the conversation between MNP2 and Dr. Martin. In addition, she positioned herself as responsible for her classmates. Monica asked questions thinking of her classmates and the questions they wanted to ask. She asked these questions, so her classmates could benefit and learn. Moreover, she shaped her identity as a responsible adult when talking with the researcher. She liked to do her homework and go to school despite the challenges. Monica spoke about her early childhood challenges and the fact that she was a hard-- working student with a clear vision toward the future. As a result, she focused on her education and was fully supported by her parents. She mentioned that “The only thing that gonna give me is education.” Monica’s love for education helped shape her identity and the way she interacted with students in the classroom. She liked to present her ideas, ask questions, and debate to prove that her ideas were correct.

Excerpt 14: Monica positioned herself as an expert in English and responsible for classmates positioning of self.

1. Dr. Martin: So you haven’t put your hours ((Dr. Martin talked to MNP2, Monica’s
2. tablemates))
3. have you done any of your hours?
4. Monica: ((Monica looked at Dr. Martin and MNP2 and spoke to MNR2 in Spanish))
5. Dr. Martin: He hasn’t done any volunteer hours for Junior honor society
6. Monica: ((Monica spoke in Spanish to MNP2 translating what Dr. Martin said))
7. Dr. Martin: So that means you need to do
8. Monica: ((Monica spoke in Spanish to MNP2))
9. Dr. Martin: Yeah, you just
10. Monica: ((Monica spoke in Spanish))
11. Christina: ((Christina spoke in Spanish to Monica and laughed))
12. Monica: ((Monica spoke in Spanish to MNP2))
13. Dr. Martin: Or during Christmas break volunteer ((Dr. Martin spoke in Spanish))
14. Monica: ((Monica spoke in Spanish to MNP2))
15. Dr. Martin: ((Dr. Martin spoke in Spanish to MNP2))
16. Monica: ((Monica spoke in Spanish to MNP2 and MNP2 laughed))
17. Dr. Martin: But I guess he doesn’t want
18. Monica: ((Monica spoke in Spanish [with Dr. Martin]))
19. ((Monica spoke in Spanish to MNP2))
20. Dr. Martin: Here is my suggestion
21. Do you have any brothers or sisters?
22. Do you have any friends who bought you clothes and you [

Monica's positioned herself as responsible for her classmates from the interview with the researcher:

- Monica: I like to ask questions in class, not in all classes, but some of them. and I like to participate in classes and thinking about other students who are shy to ask, so thinking about what they want to ask teachers
- Researcher: So, they can get the benefits as well from your questions and the answers
- Monica: Yeah ((she smiled))

Monica shaped her identity when interacting with the researcher. She positioned herself as responsible:

- Monica: Yesterday, I was talking to my mom and my dad
And my dad told me that I don't have to work
I still like concentrating in school and my grades like are in 90-100
- Researcher: Great job
- Monica: Everything is fine and I am like yeah.
I know I have a lot of homework and like every day
I try to do my work here
So I don't have to it at home.
Even if I have problems with my teachers or something like that
I still good in school.
So, my daddy is really happy because of that.
Even if I am working and even if I am like really tired
and I need to sleep
and everything, I still good in school. ((she smiled))

Monica shaped her identity when interacting with the researcher:

- Monica: Like you know what? When I was in Mexico
When I was in elementary school
When I was in kindergarten
My last year in kindergarten, I began to read
and when I was in elementary school,
My first year
They took me to the 6th grade to show me to the people in 6th grade
That one from the first year, read better than you!
- Researcher: So, how did you became a good reader?
- Monica: I really love to read!
But when I was little
My mom really focused on me
So, she didn't took [take]me to a...daycare ...she always with me
And (0. 3)
Like my parents believe that

The only thing that gonna give me is education ((Monica meant a chance to get good education))

Monica shaped her identity when interacting with the researcher

Researcher: What is the main factor that influenced your willingness to participate in classroom discussions?

Monica: Because I want to show my point of view ((laugh)) and let everybody else know what I am thinking about.

Researcher: Even if they disagree with you?

Monica: I'm gonna debate, I like to debate and show them that I am right ((laugh)) I'm always gonna say something ((laugh))

Monica shaped her identity when interacting with the researcher

Monica: My first year here was in language academy
Do you know Ms (0. 3) no I don't think you know her,
She was my first English teacher here
Two months after I came ((later)), she sent me to the English classes
Like advanced English classes.
So she pushed me to do more things.
So (0. 3) like each teacher (0. 3) it's like (0. 3) like the things that I
like here is That every teacher concentrate on each student not just in
the group (0. 3)
It's for everybody ((Monica meant each student get an amount of
Explanation from the teacher))

Researcher: And is this for all classes or only for the ESL classes

Monica: No, all classes.
If they ((she meant teachers)) see that you're like lazy because you did
your job
And you're finished and you're just sitting
They ((she meant teachers)) going to push you to another class or to do
another thing
So you can advance ((Monica meant that students can improve and move
on to advanced classes))

Sofia's Case. In the following section, Sofia tried to shape her identity when interacting with the researcher. She positioned herself as someone who likes to share an opinion regardless of the consequences. Sofia reflectively positioned herself as a responsible and good learner while interacting with the researcher. She thinks that the most important factor that helped her learn English was her perseverance and willingness to learn English. She described herself as “because

I always say I can do it and never give up!” Sofia liked reading and going to the library because she believed it would help her learn English.

Researcher: What is the main factor that influenced your willingness to participate in classroom discussions?

Sofia: I always say what I want to say. I just share my opinions
And some people have different opinions
And then we start to argue and I like that

Researcher: What do you think has helped you the most to learn English?

Sofia: I think it comes from me
Because I always say I can do it and never give up!
Because it’s hard to learn English
But I keep trying
I think it comes from you

Researcher: But what helped you the most

Sofia: I like reading
Go to the library and read books
and when I don’t understand words, I write it down and then
I always have a Spanish--English dictionary
And I look up for the words
I like to read
I don’t do it right now too much
Because I don’t have time to it

Researcher: Do you like specific kind of stories

Sofia: I like Comic books,
And fiction and true stories.

In the following section, Sofia further shaped her identity when interacting with the researcher, providing advice to ESL students, showing courage, and positioned herself as capable of learning and as a good learner. She used this kind of positioning because she thought that she earned it due to her hard work.

Sofia: For students, they have to never give up
And try if they are wrong
And keep trying and trying until they get it
Put an effort to it
And their dreams will come true
But if you want something, you have to work for it and you will get it
Because when I came here in November in 2015

There was some kids in the language academy who were there since August 2015
 And I was there for just like 3 months and they told me
 You can go to another class like ELC and now I think I learned a lot
 And sometimes I go by the language academy and I see people that they there before me and they are still there!
 And I'm like how ((facial expression))
 Researcher: So there are kids in language academy since 2015?
 Sofia: Yeah! I am like how? But It's not the teachers
 And it's not they are lazy or not doing their work ((she referred teachers))
 And I'm like how you gonna learn if you don't do your best
 Or not put effort to it and they like no
 Because your speak English and your higher than us, you say that
 I say no I am not like that
 If I speak English I work for it ((she meant: I speak English well because I studied hard and I did what I was supposed to do as a good student))

Dr. Martin, Sofia, and Monica's case. In excerpt 15, Sofia tried to negotiate her identity and present herself as a good student. Dr. Martin told Sofia that she had only two assignments with As. Sofia rejected Dr. Martin's positioning and positioned herself as powerful by saying "that's not me." Sofia thought that she had more than two As with an overall A in the class. However, she was positioned by Dr. Martin as powerless when Dr. Martin said "that's not you right now!" Dr. Martin asked Sofia to focus her energy on doing classroom assignments. Also, Sofia didn't do one of the assignments and made a medical excuse, but Dr. Martin told her that she should have completed the assignment at home. Sofia claimed that she had no internet service, and Dr. Martin told her that she has internet on her cell phone. During the entire conversation, Sofia tried to negotiate her identity and present herself as a good learner despite medical and logistical challenges.

Excerpt 15 (11/02/2017): Sofia, Monica, and Dr. Martin

1. Sofia: ((Sofia Spoke in Spanish with Dr. Martin and Monica))
2. Dr. Martin: I currently have two As in to your class
3. Sofia: That's not me

4. Dr. Martin: That's not you right now ((Dr. Martin said that in a sarcastic way to Sofia))
5. Sofia: Yeah, because ((Sofia spoke in Spanish))
6. Dr. Martin: You do realize that continuing to argue with me is not going to help
7. Sofia: laughed
8. Dr. Martin: How about you focus on all that energy in to do what
9. Sofia: Laughed ((Sofia spoke in Spanish)) Royalty over
10. Dr. Martin: Looks like the most important thing is
11. Sofia: [
12. Dr. Martin: yes, but you didn't explain what it looks like
13. but what is it loyalty
14. Sofia: [
15. Dr. Martin: Yes, you gave me two sentences, but they are so [I couldn't count it
16. ((Dr. Martin tried to explained to Sofia some of the issues on Sofia's
17. essay))
18. Look I'm going to tell you ((Dr. Martin spoke in Spanish))
19. Does that tell you? ((Dr. Martin spoke in Spanish))
20. Sofia: ((Sofia spoke in Spanish)) laughed
21. Dr. Martin: but you didn't describe it. So, don't complain.
22. You give me a generic response.
23. This is coming from the queen of giving generic responses.
24. I know what it looks like.
25. Good try, focus on actually giving me more detailed next time.
26. Sofia: ((Sofia did not look happy with Dr. Martin response and tried not to pay
27. attention to Dr. Martin on her last sentences and was talking to her friends
28. in Spanish))
29. Sofia: Mrs. ? ((Sofia spoke in Spanish))
30. Dr. Martin: No you weren't
31. Monica ((Monica and Dr. Martin to Sofia))
32. Monica: ((Monica opened her computer and showed the assignment to Sofia across
33. tables and Spoke in Spanish))
34. Sofia: ((Sofia refused what Monica said and got mad at Monica using Spanish))
35. Monica: Ms. ((Monica smiled and Spoke in Spanish))
36. Sofia: ((Sofia took her Chromebook and went to Dr. Martin and spoke to Monica
37. in Spanish))
38. Dr. Martin: what did we talk about when you get absent from class,
39. what happens, what's your responsibility
40. Sofia: medical, medical, medical, and [
41. Monica: but you going to skip ((Monica spoke in Spanish))
42. Dr. Martin: so whenever you're absent
43. Monica: ((Monica spoke in Spanish in a loud voice showing that Sofia is wrong in
44. a funny way))
45. Dr. Martin: when we talked about in our class' norms
46. Sofia: Yeah
47. Dr. Martin: we said if you're absent, for any reason, what you have to do?
48. Monica: ask for the...
49. Dr. Martin: Talk to Dr. Martin

50. for what we did
51. was this something that we did on paper?
52. no. all of it on google classroom
53. Sofia: I don't have internet at home
54. Monica: ((Monica spoke in Spanish))
55. Dr. Martin: you have it on your phone!
56. The phone that you love so much
57. Monica laughed ((Monica spoke in Spanish))
58. Sofia: ((Sofia spoke in Spanish to Dr. Martin while Sofia was mad))
59. Dr. Martin: it says medical, it doesn't tell me if it's hospital or not
60. Monica: ((Monica looked at Dr. Martin and laughed while Sofia was not happy at all))
61. all))
62. Sofia: ((Sofia spoke in Spanish))
63. Sofia: ((Sofia showed Monica that she was not happy through her facial expressions))
64. facial expressions))
65. Monica: laughed ((Monica spoke in Spanish to Sofia))
66. Sofia: ((Sofia showed Monica that she was not happy))
67. Christina: Okay? ((Christina spoke to Monica in Spanish))
68. Monica: laughed
69. Sofia: ((Sofia Spoke in Spanish and Monica laughed and looked at Dr. Martin))
70. Dr. Martin: huh?
71. Sofia: ((Sofia spoke in Spanish))
72. Dr. Martin: ow ya
73. Monica: ((Monica spoke in Spanish))
74. Dr. Martin: if I can speak your language, which is the ((Dr. Martin changed her voice and she was trying to mimic Sofia's voice in a funny way.
75. voice and she was trying to mimic Sofia's voice in a funny way.
76. Monica and Sofia laughed))
77. Dr. Martin: I can speak multiple languages
78. Monica ((Monica spoke in Spanish to Dr. Martin))
79. Dr. Martin: or when I am grading something, I go ((hand movement showing check marks))
80. marks))
81. and Sofia, you're fast reader. I am not worried about you
82. hey guys, don't waste your time

Summary. In Question Three, the researcher wanted to understand how ELLs position themselves and shape their identities, when interacting with their teachers, classmates, and the researcher. Monica positioned herself as an expert in English and responsible for classmates-self-positioning. Monica asked questions thinking of her classmates and the questions they wanted to ask. She asked these questions, so her classmates could benefit and learn. Moreover, she shaped her identity as a responsible adult when talking with the researcher. She liked to present her

ideas, ask questions, and debate to prove that her ideas are correct. Sofia also was trying to shape her identity when interacting with Dr. Martin and the researcher. She positioned herself as someone that likes to share an opinion regardless of the consequences. Sofia reflectively positioned herself as a responsible and good learner while interacting with the researcher. Sofia further shaped her identity when interacting with the researcher, providing advice to ESL students, showing courage, positioned herself as capable of learning and as a good learner. She used this kind of positioning because she thought that she earned it due to her hard work. However, in Monica's case Dr. Martin reinforced the positioning and with Sofia, less so.

Question Four Findings: How Does Classroom Seating Arrangement (as a type of positioning) Promote Or Limit Language Learning Opportunities?

In this study, seating arrangement refers to organizing students into groups within their classroom and does not necessarily mean the shape of the seating groups or classroom furniture arrangement. By going through the following examples, readers will be able to learn more about the effects of student grouping on language acquisition. In the following interview section, Monica indicated that the students chose their seats based on their ethnicity. Hispanic students sat together and Marshallese students sat together. Monica refers to the separation in students' seating arrangements and uses the term "line" to show the demarcation between the two ethnic groups. She was opposed to this kind of seating arrangement because she believed it was not helpful for communication and practice. Monica liked mixing students from different language groups because she thought it encouraged students to use English to communicate. She believed that allowing students to sit based on their ethnic groups interfered with their English Language learning.

Monica's Interview, December 06, 2017:

- Researcher: How do your classmates choose to seat themselves when sitting in the classroom
Is it based on their gender identity, ethnicity, social status, or something else?
- Monica: Ethnicity, because like in one side the Marshallese people and the ((Hispanic)) people sit on the other side. Like, *you can see actually a line between us*
it's just separately.
- Researcher: Do you like the way students choose to sit in the classroom?
- Monica: No
- Researcher: why?
- Monica: *I feel like mix is better because you have to communicate and practice.*
It's not a good way to learn, it's better if you (0. 3) like mixed with other people.
You have to communicate because you need to.
- Researcher: If you were to be given the choice to organize students into groups what do you think the best way to organize these groups to maximize/ increase class learning experience.
- Monica: I like to mix them based on mix languages, ethnicity, and gender because they can use...like ...they need to use the language in common so in this case is English
so they gonna use it and they gonna learn it.

The following example from Sofia's interview shows that students' classroom seating was based on the "mother tongue language" regardless of gender. Sofia clearly didn't like this kind of seating arrangement. She also preferred mixed groups, so she can learn about other students' cultures and they can learn about her culture. If given the choice, Sofia preferred mixing students from different languages because it forces students to speak using English as the common language of communication. On the other hand, she thinks that mixed groups may discourage students from speaking because they will be shy to use English. Sofia liked big group discussions because it helped her ask questions and share opinions. She thinks that seating based on ethnic groups limits English language learning opportunities.

Sofia's Interview, December 07, 2017:

- Researcher: How do your classmates choose to seat themselves when sitting in

- the classroom
Is it based on their gender, social status, ethnic group, or something else?
- Sofia: Mother tongue language because I see students sit with only Spanish speakers or group themselves with English speakers, or with Marshallese only ((grouping by mother tongue))
we are mixed genders in groups, but mother tongue language is the most
- Researcher: Do you like the way students choose to sit in the classroom?
- Sofia: um...to be honest, no! because I think when I sit with a person from another country that they speak Marshallese
I just asking them thing and what did you do there
for me it's fine because I learn things from them and then they learn things from me so I will like the mix languages group
- Researcher: If you were to be given the choice to organize students into groups, what do you think the best way to organize these groups to maximize/increase the class learning experience. Why?
- Sofia: A group with people who speak Spanish, people speak English and speak Marshallese Mixed language groups
- Researcher: and why is that? why do you like this way?
- Sofia: because that way (0. 3) They can
Well, I think this has good and bad because maybe they're gonna be shy They don't want to talk because he's ((other students in the group)) gonna laugh at him. But I think that is the reason why I am gonna do this because they have to try And they don't have to be shy because it is dual ((second)) language and it's going to be speaking English
So it's going to help
because if I am speaking with someone who's just speaking English
It's going to help me because I'm going to learn how to pronounce words.
- Researcher: What is the best teaching strategy used by your teacher((s)) that helped you
more and be more excited about the learning process?
- Sofia: When they put us in big groups discussion, asking questions, and share opinions I think I learn so much that way
I like to work in big groups because we can share opinions and see if we agree or not.

Here are other examples from the non-focal participants in regards to classroom grouping and seating arrangement. When I asked about grouping students, Jenny and Christina's answers were in agreement with Monica and Sofia. Jenny preferred mixed groups because it helps students learn the target language and share their cultures. This is another example for using classroom seating arrangement to promote language learning opportunities.

Jenny's Interview, December 13, 2017:

Researcher: If you were to be given the choice to organize students into groups, what do you think the best way to organize these groups to maximize/increase the class learning experience.

Jenny: Language mixed, so we can learn about each other and learn English

Christina's Interview, December 05, 2017:

Researcher: If you were to be given the choice to organize students into groups, what do you think the best way to organize these groups to maximize//increase the class learning experience?

Christina: Mixing them with all component, gender, ethnicity, and language

George believed that the classroom seating arrangement was based on ethnicity and language. He justified using this type of seating arrangement because it helped students communicate using their native language. He mentioned that he couldn't understand Spanish language speakers and that's the reason why he preferred sitting with Marshallese speakers. He added that it would be easier to learn English if everyone had spoken English. George wanted to learn about Spanish speakers and their culture, but he was unable to do that because of the classroom seating arrangement and the language barrier. George did not like this type of classroom seating arrangement and he wanted a mixed seating arrangement because it helps create a positive and optimistic learning environment.

George's Interview, December 01, 2017:

Researcher: How do your classmates choose to sit themselves when sitting in the classroom? Is it based on their gender, social status, ethnic group, or something else?

George: Ethnicity and language
Because sometimes when we sit with Spanish and when they speak we don't understand them.

Researcher: aha, so that's why you don't like to sit with them

George: Yes I mean I really don't care where did you come from
I like to work together if they speak English
I like to have conversation with them ((he meant with Spanish speakers))
I like to learn about them

Researcher: Do you like the way students choose to sit in the classroom?

George: No.

Researcher: Why?

- George: I don't like it when Spanish sit together and Marshallese to sit together.
- Researcher: If you were to be given the choice to organize students into groups, what do you think the best way to organize these groups to maximize/increase the class learning experience.
- George: I want to mix students in groups. I want to have a positive classroom I like to be optimistic. I want to get together and talk together, you know what I mean
- Researcher: Yes, I know
So, you like to mix students in groups
- George: Yeh, Marshallese, Spanish, Marshallese, Spanish...

In the following interview, Robert's opinion was that classroom seating was based on gender. Although he liked this type of classroom seating arrangement, he thought that it affected his English language learning opportunities because he spoke Marshallese most of the time. If given the power to make a decision, Robert would change the classroom seating arrangement into a mixed one.

Robert's interview, November 28, 2017:

- Researcher: How do your classmates choose to sit themselves when sitting in the classroom? Is it based on their gender, social status, ethnic group, or something else?
- Robert: Gender
- Researcher: Do you like the way students choose to sit in the classroom?
- Robert: Yes
- Researcher: Do you think the seating arrangement in your classroom affects the language learning experience?
- Robert: Yes, because when I am with Marshallese, I can speak in Marshallese
- Researcher: If you were to be given the choice to organize students into groups, what do you think the best way to organize these groups to maximize/increase the class learning experience?
- Robert: Language mixed groups

Philip believed that the classroom seating arrangement was based on language and ethnicity. He liked this type of seating arrangement. However, he preferred a mixed classroom seating arrangement because it helps promote language learning opportunities.

Philip's interview, November 28, 2017:

- Researcher: How do your classmates choose to sit themselves when sitting in the classroom? Is it based on their gender, social status, ethnic group, or something else?
- Philip: Language and ethnicity
- Researcher: Do you like the way students choose to sit in the classroom?
- Philip: Yes
- Researcher: If you were to be given the choice to organize students into groups, what do you think the best way to organize these groups to maximize/increase the class learning experience?
- Philip: Mixed languages groups

The classroom seating arrangement had affected the social interactions between students and limited their learning opportunities. The following interview example shows that students did not know everyone's name because of the lack of interaction between the Spanish and Marshallese students. The students used physical description to describe an absent student when other students were not able to remember him.

Excerpt 16 shows how the students did not know everyone's names in the classroom due to a lack of interaction and grouping between the Spanish and Marshallese speaking students. When Dr. Martin called the name of one of the absent students, Monica answered in Spanish by saying the name of a different student. Dr. Martin corrected her by describing the absent student. Monica did not quite know the student because of the lack of classroom interaction due to seating arrangement, so Dr. Martin used descriptive phrase "John is the one with the hair." to help her remember the student.

Excerpt 16, November 02, 2017:

1. Dr. Martin: was taking role:
2. John is not here, is that it?
3. Monica: ((Monica spoke to Dr. Martin in Spanish))
4. Dr. Martin: Tom. Tom and John
5. Sofia: ((Sofia spoke in Spanish)) no
7. Dr. Martin: No. George is here
8. Sofia: ((Sofia spoke in Spanish))
9. Dr. Martin: Tom

10. Monica: yes
 11. Dr. Martin: he's quiet
 12. Monica: John ((Monica spoke in Spanish))
 13. Dr. Martin: John is the one with the hair
 14. Christina: ((Christina spoke in Spanish)) yes

The researcher asked the classroom teacher about the methodology used to group students and she mentioned using language proficiency as her grouping approach. She prefers mixing higher language proficiency with lower language proficiency. In addition, she wanted to keep friends separate to avoid distraction.

Dr. Martin's interview, November 24, 2017:

- Researcher: How do you create students' work groups in classroom?
 Dr. Martin: It really depends I try my best to group kids by proficiency. And to keep them away from their friends as much as possible there will be times though where I will put low kids with the higher kids because it helps the higher kids really know what they're talking about when they explain it to their friends although most of time they don't realize that I'm doing that.

Summary. According to the data, the classroom seating arrangement was affecting language learning opportunities. The classroom teacher grouped students based on their language proficiency. In some cases, the classroom teacher mixed high with low language proficiency level students and tried to separate friends to avoid distraction. Most of the students did not prefer this type of seating arrangement because they believed it limited their classroom learning opportunities. However, students sat based on their mother tongue language, ethnicity and friendship. They were unable to position themselves positively for language learning, even though they were all in agreement on what was best. The obvious classroom seating arrangement was based on ethnicity, where Spanish students sat together and Marshallese students sat together. Students were aware that this type of seating arrangement was not best for learning English and preferred a mixed type, so they can learn about other students' cultures and know

more about them. In some cases, this type of classroom arrangement created barriers that prevented students from ever learning the names of their classmates. Additionally, students agreed that the used type of seating arrangement limited their language learning because students spoke using their native language most of the time and did not speak English as much as they wanted.

CHAPTER FIVE

DISCUSSION AND IMPLICATIONS

The purpose of this study was to examine the different types of positioning used by a classroom teacher and her ELLs and how they impacted classroom discussions and social interactions among the students and among the students and their classroom teacher. The data collection of this qualitative study took place in a public high school in a mid-south region of the United States. The total number of participants was 17 ELLs from two sheltered instruction ELA classes and two teachers: 1) the classroom teacher; 2) the LA teacher. After observing the student participants for the entire semester and interviewing most of the participants, two focal students from one classroom were chosen to focus on based on their various positionings and interactions. These two students were chosen because they provided more data in terms of quantity and quality to the researcher compared to the other participants. This study aimed to answer the following questions:

1. How do ELLs' different positionings by the classroom teacher and/or classmates promote or limit learning opportunities
2. How does the classroom teacher position her ELLs based on their language level into powerful or powerless?
3. How do ELLs position themselves and shape their identities, when interacting with their teacher, classmates, and the researcher?
4. How does classroom seating arrangement (as a type of positioning) promote or limit language learning opportunities?

Chapter Five describes the research findings based on the research questions. There is a summary for each question followed by discussion. In addition, the chapter includes the

theoretical and practical implications for teacher education, and future research. This study is based on the Positioning Theory of Davies & Harré (1999). Positioning Theory was chosen because it aimed to explore the relationship between discourse and psychological phenomena. In addition, this study examined the participants' multiple positionings in a sheltered instruction ELA classroom. A multiple-case case study was chosen using students in one classroom. Moreover, Discourse analysis was used to analyze and interpret the collected data over the fall semester of the 2017-2018 academic year. Using case study design, discourse analysis, Hatch's steps, and Positioning Theory helped organize and analyze collected data. Furthermore, various sources of data, such as classroom observations, field notes, audiovisual recordings, photos of the classroom and teacher explanations on the whiteboard, students and teachers' interviews, and school and classroom related documents (e.g., reading assignments, grading rubrics) were examined to give the richness of understanding desired in qualitative work. The findings of this study revealed that Monica and Sofia interacted with their teacher and classmates in a beneficial way to them, while other students struggled to engage and participate in classroom discussions. These positionings impacted learning opportunities and ultimately oral proficiency. In addition, participants positioned themselves and others in multiple ways through classroom events and interactions. These positionings could produce or lessen empowerment, responsible or irresponsible behavior, identity creation of a model learner, an expert in English. For example, when Monica translated and explained materials to her Spanish speaking classmates or looked for questions to ask on behalf of other students. Furthermore, this research suggested that seating arrangements and groupings impacted students' learning opportunities and oral production. The next sections describe limitations and delimitations, assumptions, and provide a summary for

each question. The discussion, implications for teaching and teacher education, and future research is also provided.

Question One Summary and Discussion

Question One was designed to explore how ELLs' different positionings by the classroom teacher and classmates promoted or limited learning opportunities. Researchers in the field of language acquisition describe complex relationships between positioning and access to language opportunities (e.g., Abdi, 2011; Abdi, 2009; Blake & Zyzik's, 2003; Bowles, 2011; Howie, 1999; Kayi-Aydar, 2012; Leeman, 2011; Merrills, 2015; Ollerhead, 2012; Yoon, 2008). The findings of this study confirm the findings of these researchers. In this study, Monica and Sofia were positioned differently from the rest of their classmates. Monica was positioned as a good learner, as a model student, and as an expert in English by the classroom teacher and classmates, which expanded her language learning opportunities. Sofia also tried to access learning opportunities by asking Dr. Martin questions and positioning herself as a good learner. In many cases, Sofia positioned herself as a responsible student by asking questions and completing all of her assignments, while the teacher did not position her in the same way as Monica. In excerpt 1, Sofia seemed surprised when Dr. Martin asked about the graphic organizer. When Sofia was surprised, Dr. Martin said "This is something that we finished last week because this week we did the Mustache." Dr. Martin unintentionally embarrassed Sofia because she criticized her in front of her classmates, which ultimately limited her classroom learning opportunities.

Most of the time, Dr. Martin used Monica as a good example compared to others because Monica's English proficiency was higher than her classmates and she was more talkative and willing to participate in classroom discussions. Furthermore, since the classroom teacher held a

powerful position as being the classroom teacher, her positioning could affect the students' positioning to another student as well. For instance, when Dr. Martin positioned Monica as a good learner, expert, and as a model student over time, other students in the classroom gradually positioned Monica the same way, which helped Monica to gain confidence about herself and more access to language opportunities than her classmates. As an ELL teacher, it is possible that teachers unintentionally praise a student's work more often compared to other students because her/his level is higher than other students in the classroom. However, it is important to avoid empowering one student and leaving others less empowered. Different positioning by the classroom teacher and classmates to Sofia would have limited her access to language learning opportunities. Classroom teachers need to understand the importance of positioning in identity formation and providing learning occasions for all students in the classroom to promote learning opportunities. In addition, Question One findings showed that the classroom teacher tried to limit students' use of their L1 in the classroom and encouraged them to use English instead. For instance, when Dr. Martin talked to Monica about the ACT price, Dr. Martin turned to Monica and said "Hold on, English" because Monica had been using Spanish to help her Spanish speaking classmates. However, Dr. Martin wanted to include the Marshallese students in the conversation by asking Monica to use the English language, so all students could benefit from the discussion. Students tried to use their L1 with Dr. Martin because they knew that the teacher's L1 was Spanish as well. The Latino students wanted to share their ideas in Spanish because they could fully express themselves. Dr. Martin wanted the students to use English all the time. However, by refusing to use English, students positioned the teacher as powerless. They knew she could understand them and reply to them in English, which encouraged them even more to use their L1. Also, the Spanish-speaking students positioned the Marshallese

students as less powerful because they were excluded from the conversation between the Spanish speakers and the teacher and ultimately isolating them from classroom engagement. As a researcher, teachers must find ways to encourage all students to use English in classes where the different first languages are present. This will help students from other language groups, in this case, the Marshallese, not to feel isolated in class.

Question Two Summary and Discussion

Question Two was designed to examine how the classroom teacher positioned her ELLs based on their language level into powerful or powerless. The findings of Question Two showed that Monica was positioned as powerful by the classroom teacher because of her ELPA 21 scores, taking lead in answering the teacher's questions and translating the teacher's instructions to her classmates. In addition, Monica positioned herself as powerful, which helped empower her English learning proficiency. Dr. Martin positioned Monica as a good learner by saying "Monica has a good question." This is an example of a positive positioning that helped promote learning opportunities by encouraging students to ask questions. However, Sofia was unintentionally positioned as powerless by the classroom teacher due to her low English proficiency level and ELPA 21 test scores, which might have limited her access to English language learning opportunities. In addition, the findings indicated that Sofia had fewer examples to be discussed in this research as Monica due to several reasons: 1) Sofia's language proficiency level was lower than Monica's; 2) Sofia had many absences during the observation period; 3) Sofia did not interact as much as Monica did, which might be due to her oral proficiency level, which was lower than Monica.

Many researchers discussed the connection between Positioning Theory and its impact on language opportunities (e.g., Abdi, 2011; Abdi, 2009; Kayi-Aydar, 2012; Merrills, 2015;

Ollerhead, 2012; Vetter, 2010; Yoon, 2008). For the most part, these findings agreed what these researchers discovered. However, most of these researchers did not explore the effect of English proficiency level on the various types of positionings imposed by the teacher and/or classmates. The classroom teacher shared some of the students' language acquisition experiences and what they went through because she was an ESL student in her early schooling. In addition, she was positioned the same way as her students were positioned by others. The researcher obtained this data through interviewing the teacher. Thus, she did not intend to position her students as powerless. The teacher provided many excellent teaching experiences to her students because she went through the ESL learning process before being an ESL teacher. She tried to avoid the issues she faced while learning English. The teacher's passion toward providing her students with the best ESL learning experience was obvious during interviews with her. However, occasionally, her positioning of students, isolated others. The results of this study agreed with Ollerhead's (2012) research study findings that teachers' different approaches impacted the ELLs' participation and whether they believed themselves to be powerful or powerless learners. Additionally, these research findings concurred with Yoon (2008) who observed three teachers mainstream classrooms with ELLs and discovered a relationship between their teaching approaches and ELLs' positioning as powerful or powerless.

One of the main factors that helped students feel more comfortable in the class and willing to learn English was because the teacher uses more traditional teaching methods, which were similar to how the students were taught in their home cultures. This placed students to feel more connected, happier and more willing to do their work and learn English. In addition, many students expressed their connection to the teacher because she is a mother and is sometimes maternal towards them. They felt that she cared about them and their success in her class. Some

students felt that they were more connected to the teacher because of her age and the fact that she is young and close to their age. The classroom teacher is involved in L2 teaching even at home because she is teaching her son Spanish. In addition, students positioned her as one of them because she was an ESL student in her early education. Furthermore, it is acceptable in Latino culture that teachers deal with students as her family members, so Sofia and other students considered themselves to be more powerful (or less powerless) in many cases. Thus, the students believed themselves to be empowered, good students, and able to do what they wanted to do. In addition, students are used to teacher—fronted, disciplinarian teaching in their home countries. The teacher's positions which may have appeared negative in this cultural context did not have negative consequences, because they liked her and were comfortable and safe in her classroom. Consequently, ELLs felt empowered in this context.

The students positioned their teacher as a good model because she was an L2 learner at their age and became an ELL teacher with a Ph.D. degree. As a result, since the teacher earned a Ph.D. degree, students believed that they could as well. In this case, the teacher served as an inspirational model that helped students work hard and see themselves in her.

Question Three Summary and Discussion

Research Question Three was designed to investigate how ELLs shaped their identities when interacting with their teachers, classmates, and the researcher. The findings of this question revealed that Monica positioned herself in various ways, such as an expert in English and responsible for classmates through positioning of self. Monica took responsibility for asking questions on behalf of her classmates. She tried to be the group speaker since her classmates struggled to explain their points of view. In Monica's interview, she said "I like to ask questions in class, not in all classes, but some of them. and I like to participate in classes and thinking

about other students, who are shy to ask, so thinking about what they want to ask teachers.”

Furthermore, she shaped her identity as a responsible and mature individual when interacting with the researcher.

Sofia tried to shape her identity when communicating with the classroom teacher and the researcher. In addition, data showed that Sofia had a less developed identity than Monica. She preferred to share her opinion regardless of the consequences and reflectively positioned herself as a responsible individual and a good student in her interview with the researcher by offering advice to other ELLs. Additionally, she believed herself capable of learning and as a model to ELLs. Based on the interviews, Monica’s identity appeared more developed than Sofia’s in terms of being a leader and how she identifies herself. Monica saw herself as mature and responsible because of the way she grew up and the difficulties she faced during her lifetime. She positioned herself as a model learner who strives to overcome the challenges to prove this identity. Norton (2016) defines identity as being specifically vital for accessing the speaker’s target language and social networks and she considered it an important path through which the learners can shape their relationships with others to present powerful identities. In addition, Norton believes that language learners commit to learning their target language if they expect to obtain a broader range of material and symbolic resources that will improve the value of their “cultural capital and social power” (476). The data findings of this study support Norton’s. Monica’s main passion for studying English was that she wanted to secure a better future and make her family proud of her. Norton (2016) indicates that the learners’ dreams and hopes for the future will compel their commitment to learning English and practicing the academic literacy of the classroom and consequently improve language learning. Ogbu and Simons (1998) held that those immigrants who were here voluntarily and came because they believed in the American dream

were more likely to succeed in school (and elsewhere). Ogbu says those immigrants that buy into the dream are more successful because they believe that hard work and education is the answer. For them, it is the answer. Monica obviously buys into that dream.

Question Four Summary and Discussion

Research Question Four was designed to explore how classroom seating arrangements promoted or limited ELLs language learning opportunities. The findings showed that grouping and seating arrangement had an impact on the target language acquisition even for students who did not want to be out of their comfort zone. In addition, students sat in groups or with partners based on their mother tongue language, ethnicity and friendship because they felt more comfortable sitting that way. This type of classroom seating arrangement created barriers to opportunities in L2 oral production; also, it appeared to prevent students from learning the names of their classmates who were from different mother tongue languages. Furthermore, all participants reported that (although they liked it and chose it themselves), this type of seating arrangement limited their L2 learning. Students used their native language most of the time, which minimized the oral communication in the target language. Often, learning is not about the comfort zone; students must sometimes be purposely placed in groups that are beneficial for their language acquisition. The point of learning is to apply what has been learned during daily interactions and through various situations. Otherwise, learning would be an isolated task and would not be helpful to getting the point across in daily communications. Communicative Language Learning (CLT) can be defined as “an approach or theory of intercultural communicative competence to be used in developing materials and methods appropriate to a given context of learning” (Savignon, 2006, p. 676).

Theorists in the field of language acquisition, such as Vygotsky, showed the importance of classroom grouping and how students could learn from each other by thoughtful grouping. Vygotsky (1980) suggested that learning may happen in a particular way through what he called the Zone of Proximal Development (ZPD). He defined the ZPD as the distance between the "actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). Vygotsky suggested that when a student is at the place in the ZPD to perform a particular task, giving that the student will receive adequate support or help (scaffolding), the student will feel more motivated to complete that specific task. According to Hussin (2011) the learning in the ZPD can be increased and improved if the learners of a given language are given chances to access more information and more opportunities to practice on material taught in class. So, if teachers put ELLs in purposeful groupings in the very beginning, they could help students to acquire a language. This data indicates a need for targeted and purposeful groupings to help ELLs acquire their L2.

Scholars in the educational fields discussed the importance of mixed and targeted grouping and its relation to classroom learning opportunities (e.g., Batchelor, 2012; Brooks & Thurston, 2010; Johnson et al., 2010; Kutnick et al, 2005; Storch, 2002; Watanabe & Swain, 2007, Willis, 2007; Wolfgang, 2009). For example, Batchelor (2012) preferred grouping students according to their book choices rather than their reading ability in heterogeneous grouping. Moreover, Brooks and Thurston (2010) discussed instructional grouping configurations of ELLs' engagement in academic settings. Their instructional grouping configurations included the impact of "whole class, small group, one-to-one, and individual instruction" (p.45) on Spanish-speaking students. According to Johnson et al. (2010), students' academic achievement increased

when classroom teachers encouraged the development of strong relationships between students instead of empowering competition. Storch (2002) found that pairing different language levels and permitting them to interact can help the ELLs build their knowledge and develop their future L2 skills. Watanabe and Swain (2007) found that the goal of pair interaction was to impact the spread of language-related episodes and post-exam performance regardless of the level of their partner's language proficiency. A large amount of research has been conducted regarding students' classroom grouping and its impact on L2 learning. However, there is a little research that investigated the impact of mixed mother tongue language grouping on second language acquisition. This study explored the importance of mixed mother tongue language grouping on L2 and found that it did impact L2 oral production, which was directly observed by the researcher during the course of this study. This finding was confirmed by the data of student responses in interviews this research study.

In Monica's case, staying in the same group for a long time led other group members to rely on one student to become the dominant group speaker and problem solver, which ultimately decreased other group members' participations. In such cases, teachers can establish rules for group work with expectations and consequences, design careful classroom activities that target everyone in the group by assigning students' specific roles, or change the group members when they are not benefiting from the group.

Classroom heterogeneous grouping could positively improve the students' engagement, students' motivation, and self-esteem because they interact in a meaningful discussion (Batchelor, 2012). In addition, students would know more about each other and the "line" Monica mentioned might disappear. When classroom teachers let students seat themselves in homogeneous groups and with the same group members, students may not get to know each

other and ultimately will prefer to work with students they do know, which could affect the classroom participation and eventually language development.

Dr. Martin did a lot of reflective teaching and positioned herself as a good teacher. She recognized the seating arrangement and grouping problem, but she believed if she tried to rearrange the students in heterogeneous groups based on mixed ethnicities in the middle of the semester, she would face resistance from students because they were comfortable in the way they were seated. Furthermore, the students arranged their seating this year, but the classroom teacher was willing to change the grouping and the students' seating arrangement. Because students chose their seating arrangement this year and due to the negative effect of this kind of seating arrangement, Dr. Martin had plans to change the seating arrangement as a power move next year. For the most part, the classroom seating arrangement was not helpful in promoting language learning opportunities. To build a more classroom-engaging environment, teachers should adopt mixed mother tongue and ethnicity groups to reinforce language acquisition and development.

Other Findings and Discussions

The two focal participants, Monica and Sofia, indicated that their gender identity led to positioning them as powerless by others; however, they rejected that type of positioning. In classroom observations, Monica and Sofia were the ones that led classroom discussions and asked questions on behalf of their male classmates/tablemates. The following two examples show the gender-based positioning for Monica and Sophia and the way they reacted by refusing this type of biased positioning. For instance, Monica mentioned that "sometimes it's like they say things that boys can do when girls can't do." which shows her negative impression about this kind of gender-based positioning. She further indicated that she fought to do what she wanted by saying "I am gonna do this." and "I can do it." In addition, Sofia felt the same way about

negative gender-based positioning by saying “No you are a woman and you can’t do this or something.” and “let the boys do that.” As shown in the following interview examples.

Monica’s interview

Monica: sometimes it’s like they say things that boys can do when girls can’t do. ((Monica smiled)) huh, supposedly. I’m that kind of a girl that... Like in my job, I have bruises. At my job, they leave the heavy stuff for the boys and for me like no ((facial expression)) go do these ((facial expression)) like not heavy I am like no ((facial expression)) I am gonna do this. And even when I have bruises, I can do it. Here ((in the US)) is not a big thing, but you can see things with male teachers than female teachers. You can feel the difference.

Sofia’s interview

Sofia sometimes they say like No you are a woman and you can’t do this or something Like to do heavy things or they say no you can’t do it you’re a woman because you’re a woman, let the boys do that, or bring me that ((Sofia meant teachers sometimes give boys power over girls))

Theoretical and Practical Implications

Classroom social interaction is necessary in L2 learning as supported by a large number of language acquisition studies, such as van Compernelle (2010) who found that development and learning are based on social interaction, because it provide access to language opportunities by receiving comprehensive input and producing comprehensive output. Nunan (2003) reported the importance of communicative language teaching in language acquisition classrooms. The Positioning Theory of Davies & Harré (1990) described how language learners acquire their L2 in relation to their multiple positionings. Positioning Theory by Davies & Harré was a guiding path to conduct this research and analyze the data. Since the goal was to focus on second language acquisition in relation to classroom social interactions, Positioning Theory was a reliable theory for understanding the complexity of second language acquisition. Positioning of

students by self, other students, and/or their classroom teacher can limit or expand their L2 learning opportunities. Thus, studying the positioning of classroom social interactions is important because it helps increase language learning opportunities for certain students and decrease it for others. It is important that teachers examine and understand the different types of positioning by students during classroom interactions. This is specifically important to shape classroom learning opportunities because teachers can rely on the different types of positioning to build their teaching strategies. According to Kayi-Aydar (2012), whenever classroom teachers know the positions of their students, they can create strategies to frame the classroom discourse and help their students position themselves in ways beneficial to promoting their language learning opportunities and the development of their identities.

It is not easy for ESL intermediate level students to converse in English, especially when working with classmates who speak the same mother tongue. They generally prefer to use the language they are more proficient in, which is their L1. However, they need to be reminded that speaking English in the classroom will help them improve their language skills. Bassano (2003), who is a well-trained and experienced ESL teacher, suggested useful tips for ESL instructors to establish a learning environment during group work by reminding ESL students to speak English frequently and simultaneously “build fluency and accuracy by talking, not by listening to the teacher talk” (p. 35). In addition, Bassano reported that ESL students may use their mother tongue with their classmates when the required task to perform is much higher than their English level, the task is too challenging to follow, the topic is not familiar to students, or the task objectives are vague or unclear, which might lead to the “fear making mistakes” (p. 35).

The findings from the observations of Dr. Martin’s classrooms, were that the teacher used scaffolding technique and did many repetitions to students explaining her lessons and

assignments' grading rubrics. She also had clear objectives and expectations for each lesson and assignment. She provided her students with many authentic examples to make it easier to process. However, the teacher did most of the talk and did not push her students to participate in class discussions. This might be due to the challenging reading and writing tasks that the students were required to perform (see Appendix G, I, & J) that describe the 12th grade ELA curriculum, and the instruction for position essay and its grading rubric. Also, I provided a reading sample to one of the classroom stories (see Appendix H). When I interviewed the student participants, except for Monica and Sofia, I had to explain many questions in multiple ways and provide examples, so they could answer the questions correctly. For instance, some of the participants did not know what gender or ethnicity mean. However, their reading materials were a lot more difficult than their actual reading level, which might be a reason behind the lack of classroom interaction. Furthermore, Bassano research provided some suggestions to ESL teachers about how to help students to speak English during group work, such as providing students with adequate vocabulary to perform a task, modeling and explaining the task carefully, informing students about the time limit, assigning students roles and how to perform the task successfully, and choosing meaningful topics that motivate the students. Although the classroom teacher implemented all the recommended tips by Bassano, there was little participation from the students. The researcher believes the classroom could be more interactive if the teacher had put students in purposely mixed mother tongue groups and if the reading materials were at a more appropriate level for students.

Teaching techniques play an important role in shaping students' learning experiences because they determine the ways students interact with their classmates and their classroom teacher. Consequently, it is important that teachers know how to best deliver their lecture

materials to students in a professional way. Teachers can identify the philosophy of education, teaching methodologies, approach, style and classroom techniques based on their understanding of how their learners learn. Cook (2001) indicated that there is no benefit in providing engaging and well-constructed lessons if students are not learning from these lessons, so learning can be used as proof for teaching.

It is crucial for both the teachers and learners to realize the objectives of language learning and teaching besides the way to achieve them. According to Liu (2003) and Rivers and Temperley (1978), the main goal for language teaching is to improve learners' communication capabilities. In addition to this point, Liu (2003) indicates that the final goal of language teaching is to train learners to use language in their communication. Teachers play an important role in shaping their classrooms social interactions and promoting a positive learning environment. The way teachers conduct their classroom instruction can help increase or decrease classroom social interactions and thus increase or decrease learning opportunities. It is the responsibility of teachers to pay close attention to students' positioning by self and by others and to adjust their instructional methodologies accordingly. Thus, future researchers must examine more strategies that focus on improving classroom social interactions. In addition, future researchers must focus on comparing classroom interactions and positioning in mainstream classrooms and to sheltered instruction classrooms. The findings of this qualitative study reported that the participants' various positionings affected their access to classroom learning opportunities, which ultimately affected their language acquisition and oral production. The main finding of this research study is the seating arrangement effects on L2 learning opportunities.

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APPENDIX

Appendix A: Survey

Biographical Information

1. Name: _____
2. Are you Male Female other please specify _____
3. Date of birth: _____
4. Place of birth: _____
5. if you were not born in the US, when did you arrive _____
6. why did you come to the US _____
7. a). Have you returned to your country of birth since you arrived to the US?
 Yes No
7. b). If you answer yes, has your views changed regarding your home country? Please explain. _____

Language Background

1. what is your mother tongue (native language) _____
2. a) Did you know any English before you came to the US? Yes No
b) If yes, how much English did you know? _____
c) How did you learn English? _____
3. a) Apart from your mother tongue and English, do you know any other languages?
 Yes No
b) If yes, state which languages are they _____
c) when did you learn them _____
4. what language do you mostly use at home? _____

Accommodation

1. Are you living alone, with friends, or with family? _____
2. Where did you stay when you first arrived to the US?
3. a) Have you changed your accommodation since you arrived? Yes No
b) If yes, how often and why? _____
4. How long you have you been at your present address? _____
5. Did you have friends in the US before you arrive? Yes No

English Language Skills

1. Comparing yourself to people who speak English as their mother tongue, how well do you think you speak English? About the same A little worse Much worse
2. Comparing yourself to other immigrant you know who are learning English, how well do you think you speak English? Much better Better About the same A little worse much worse

3. In general, how much English did you learn while you were taking this course?
 A lot Some A little
 None

Work experience

1. a) Do you have a job at the moment? Yes No
 b) Are you happy with your job? Yes No
 c) If no, explain what job would you like, and what you need to get this job?
 2. Does the work you are doing now help you to learn English? Please explain_____

The English experience

1. Is there anything you learned from the course or liked in the course?
 2. In general, how much English did you learn in the following skills?

	A lot	Some	A little	None
Listening				
Speaking				
Reading				
writing				

3. How do you think the English course should be changed to help students learn English better?

Language Contacts

Please circle your answer to these questions:

	All	Most	Some	A few	non
1. How many people in your neighborhood speak English as a mother tongue?	1	2	3	4	5
2. How many of the people you work with speak English as a mother tongue.	1	2	3	4	5
3. How many of your friends speak English as a mother tongue?	1	2	3	4	5
4. How many of your friends have the same mother tongue as you?	1	2	3	4	5

Extent of English Usage

In this section, I would like to know how often you use English. Please circle your answer.

	Every day	Two or three times a week	Once a week	Once or twice a month	Never
1. How often do you speak English in your home?	1	2	3	4	5
2. How often do you speak English outside of your home?	1	2	3	4	5
3. How often do you speak English to					
a) your partner	1	2	3	4	5
b) your relatives	1	2	3	4	5
c) friends	1	2	3	4	5
d) neighbors	1	2	3	4	5
e) employers/supervisors	1	2	3	4	5
f) clients/customers	1	2	3	4	5
g) other workers	1	2	3	4	5
h) school teachers	1	2	3	4	5
i) doctors/dentists/nurses	1	2	3	4	5
j) shop/bank employees	1	2	3	4	5
k) government officials	1	2	3	4	5
l) others	1	2	3	4	5
4. How often do you read English notes and pamphlets?	1	2	3	4	5
5. How often do you read English newspapers and books?	1	2	3	4	5
6. how often do you watch English TV shows or English movies?	1	2	3	4	5
7. How often do you listen to English radio programs?	1	2	3	4	5
8. How often do you write in English?	1	2	3	4	5

9. What kind of programs do you listen to? _____

10. What kinds of things do you write? _____

Self-assessment of English Progress

1. In general, how easy or hard is it for you to use English to do the following things?

	Very easy	Easy	Hard	Very hard
a) Speak to your partner	1	2	3	4
c) Speak to other relatives	1	2	3	4
d) Speak to friends	1	2	3	4
e) Speak to neighbors	1	2	3	4
f) Speak to employees/supervisors	1	2	3	4
g) Speak to clients/customers	1	2	3	4
h) Speak to other workers	1	2	3	4
i) Speak to teachers/doctors/dentists	1	2	3	4
j) Speak to shop attendants/clerks	1	2	3	4
k) Speak to government officials	1	2	3	4
l) Speak to people you don't know	1	2	3	4
m) Read a newspaper	1	2	3	4
n) Watch TV/movies	1	2	3	4
o) Listen to the radio	1	2	3	4
p) Fill out forms and questionnaires	1	2	3	4
q) Write letters	1	2	3	4

2. In general, when do you feel **comfortable** using English and when do you feel **uncomfortable** using English? Please explain. _____

The Learning Process

1. What do you think has helped you the most to learn English? _____
2. If your English has gotten better, what are you able to do now that you were not able to do a year ago or before you learned English? _____
3. When you become a very good speaker of English, what will you be able to do in the future that you are not able to do now? _____

Language and Culture

1. Please circle your answer to these questions.

	Strongly agree	Agree	disagree	Strongly disagree
a). Would you like more chances to speak English?	1	2	3	4
b). Would you like more chances to write English?	1	2	3	4
c). Do Men have more chances to learn English than Women?	1	2	3	4
d). Do children have more chances to speak English than Adults?	1	2	3	4
e). Would you like more English-speaking friends?	1	2	3	4
f). Are Americans helpful when you try to speak English?	1	2	3	4
g). Do you have to speak English to do well in America?	1	2	3	4
h). Would you get a better job if your English was better?	1	2	3	4
i). Do your children speak better English?	1	2	3	4
j). Will you lose contact with your children if you do not speak English?	1	2	3	4
k). Will you lose contact with your culture if you learn English?	1	2	3	4
l). Do you think the best way to learn English is to take a course?	1	2	3	4
m). Are you happy you came to America?	1	2	3	4

2. Please circle your answer to these questions.

	Many times	A few times	One time	Never
a) Have you ever had a good experience at school because you are an immigrant that does not speak English very well?	1	2	3	4
b) Have you ever had a bad experience at school because you are an immigrant that does not speak English very well?	1	2	3	4
c) Have you ever had a good experience in the community because you are an immigrant that does not speak English very well?	1	2	3	4
d) Have you ever had a bad experience in the community because you are an immigrant who does not speak English very well?	1	2	3	4

3. Do you think people will behave differently to you when you become a good speaker of English? Why? _____

4. a) do you want your children, friends, or relatives, to learn the following languages at school?
 English Your mother tongue English and your mother language Other language(s)_____

b) Please explain why you have answered question 4a this way._____

5. Is the American way of life different from the way of life in your home country? Please explain._____

6. Does the American way of life make it easy or hard to learn English? Please explain.____

Final Questionnaire:

1. .a. Comparing yourself to people who speak English as their mother tongue, how well do you think you speak English?
 About the same A little worse Much worse
1. b. Comparing yourself to other people who are learning English, how well do you think you speak English?
 Better About the same A little worse Much worse
2. what do you think has helped you the most to learn English?_____
3. what are you able to do now that you were not able to do when you first arrived to the US?
4. When do you feel comfortable using English and when do you feel uncomfortable? Why?
5. Do you still feel like an “immigrant” in the US? Please explain.

Appendix B: IRB Approval



August 28, 2017

MEMORANDUM

TO: Haraa Al-Zoin
Felicia Lincoln

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 1708017803

Protocol Title: Gender and Culture Identity in Relation to ESL Classroom Interactions through the Lens of Positioning Theory

Review Type: EXEMPT EXPEDITED FULL IRB

Approved Project Period: Start Date: 08/28/2017 Expiration Date: 08/18/2018

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form Continuing Review for IRB Approved Projects, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<https://vpred.uark.edu/units/rscp/index.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 20 participants. If you wish to make any modifications in the approved protocol, including enrolling more than this number, you must seek approval prior to implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 109 MLKG Building, 5-2208, or irb@uark.edu.

IRB #1708017803
Approved: 08/28/2017
Expires: 08/18/2018

Appendix C: Student Interview Protocol

Interview Questions	Participant Response	Comments
How much time do you personally spend with your teacher per day?		
What is the most helpful aspect of interactions with your teacher i.e. what is helping you the most when work with your teacher?		
Do you use any social media or electronic communications with your teacher? Specify and list your own preference.		
Do you prefer to talk directly or electronically with your teacher via emails or social media? Why?		
Do you know of any other electronic or social interaction tool(s) that can be used in your classroom?		
If yes, why?		
What is it like to go to _____ Public Schools? Why?		
Do you choose your classmates based on their gender? why?		
Do you choose your classmates based on their social status (high, middle, or low)? Why?		
Do you choose your classmates based on their ethnic backgrounds? Why?		
Do you choose your classmates based on their language they speak? Why?		
Do you prefer to partner with students from your own gender when doing classroom assignments? Why?		
Do you prefer to partner with students from your own social status (high, middle, or low)		

when doing classroom assignments? Why?		
Do you prefer to partner with students from your own ethnic group when doing classroom assignments? Why?		
Do you prefer to partner with students from your mother tongue language when doing classroom assignments? Why?		
Do you feel more productive when partnering with students from your own gender? Why?		
Do you feel more productive when partnering with students from your own social status? Why?		
Do you feel more productive when partnering with students from your own ethnicity? Why?		
Do you feel more productive when partnering with students from your mother tongue language? Why?		
How do your classmates choose to sit themselves when sitting in the classroom? Is it based on their gender, social status, ethnic group, or other criteria?		
Do you like the way students choose to sit in the classroom? Why?		
Do you think the seating arrangement in your classroom affects the language learning experience? Why?		
If you were to be given the choice to organize students into groups, what do you think the best way to organize these groups to maximize/increase the class learning experience. Why?		
Do you feel your classmates judge you based on your gender identity? Why?		
Do you feel your classmates judge you based on your social status? Why?		

Do you feel your classmates judge you based on your ethnic group? Why?		
Do you feel your classmates judge you based on your mother tongue language? Why?		
Do you feel that you learn more from teachers who are from your same gender? Why?		
Do you feel that you learn more from teachers who are from your same ethnic background? Why?		
Do you feel that you learn more from teachers who speak your mother tongue language? Why?		
What is the best teaching strategy used by your teacher(s) that helped you learn more and be more excited about the learning process?		
Do you think teachers sometimes judge you based on your English proficiency? Why?		
Do you think teachers sometimes judge you based on your gender identity? Why?		
Do you think teachers sometimes judge you based on your social identity? Why?		
Do you think teachers sometimes judge you based on your ethnicity? Why?		
Do you think teachers sometimes treat boys different than girls? Why?		
In scale of 1-5, how do you feel about the confidence level in your ability to perform well in this class?		
What is the main reason for your level of confidence in your abilities to perform well?		
Do you think people judge you based on your gender identity? Why?		
Do you think people judge you based on your social status? Why?		

Do you think people judge you based on your ethnicity? Why?		
Do people judge you more based on your English proficiency level? Why?		
I often participate in class: True or False. Why?		
What is the main factor that influence your willingness to participate in classroom discussions?		
Do you think if you are more proficient in English, people would judge/ behave you differently even though you are from a different ethnicity? Why?		
What can the classroom teacher do to help you participate more in classroom discussions?		
Do you have any specific recommendations or suggestions to help build a more positive and welcoming classroom environment to students from similar background?		
What do you see yourself doing in 5 years from now?		

Appendix D: Teacher Interview Protocol

Interview Questions	Participant Response	Comments
How do you create students' work groups in classroom?		
Do you offer extra activities for low English proficiency students? Please list example (s).		
How often do you meet with your low English proficiency students and ask them about the difficulties they face and what can you do to help them perform better? Please explain.		
How often do you attend specialized training sessions that targets your low English proficiency students?		
Were these training sessions helpful?		
If yes, in what way?		
If not, why?		
How/where do you see your ESL students after graduating from high school?		
How do you make decisions about interactions with and among your ESL students in class interactions?		
What is it like to work at _____ Public School? Follow up questions as necessary.		
What do you think the most worrying factor is for students when coming to school and why?		
What is the most helpful aspect of interactions with your students i.e. what helps them the most? Please explain.		
Do you use any social media or electronic communications with your students? Please specify and list your own preference.		

Do you favor direct interactions or electronic interactions with your students via emails or social media? Why?		
Do you know of any other electronic or social interaction tool(s) that can be used in your classroom? If yes, please specify.		
Do you prefer to partner your students based on their gender when doing classroom assignments? Why?		
Do you prefer to partner your students based on their social status when doing classroom assignments? Why?		
Do you prefer to partner your students based on their ethnicity when doing classroom assignments? Why?		
Do you prefer to partner your students based on their language ability when doing classroom assignments? Why?		
Do you prefer to partner your students based on their mother tongue when doing classroom assignments? Why?		
How students group themselves when sitting in the classroom? Is it based on their gender, social status, ethnic group, or other criteria?		
Do students choose their own seating in your classroom? Why?		
Do you agree with the way students organize their seating in the classroom? Why?		
Do you think the seating arrangement in your classroom affects the students' language learning experience? Why?		
Do you feel your students judge you based on your gender identity? Why?		
Do you feel your students judge you based on your social status? Why?		

Do you feel your students judge you based on your ethnicity? Why?		
Do you feel your students judge you based on your mother tongue language? Why?		
Do you feel your students who are from your same gender learn more from you? Why?		
Do you feel your students who are from your same social status learn more from you? Why?		
Do you feel your students who are from your same ethnicity learn more from you? Why?		
Do you feel your students who are from your same mother tongue language learn more from you? Why?		
In your opinion, what is the best teaching strategy to help your students learn more and be more excited about the learning process?		
In scale of 1-5, how confident are you about your students' ability to perform well in this class?		
How confident are you about their succeeding in school in general?		
Where do you see (names of the students) in 5 years?		
In your opinion, what is the main factor that influences your students' willingness to participate in classroom discussions? Is it gender identity, is it social status? why?		
Does language matter?		
In your opinion, what can be done to help students participate more in classroom discussions?		
Do you have any specific recommendation (s) or suggestion (s) to help build a more positive and welcoming classroom environment to ESL students?		

Appendix E: Research Approval from the School District

=====

S C H O O L D I S T R I C T



Director of Accountability
=====

TO: Dr. Felicia Lincoln and Haraa Al-Zoin

FROM: =====

DATE: April 25, 2017

SUBJECT: Research Request

Dear Dr. Lincoln,

Thank you for your submission to the ===== School District to conduct research in our district.

The committee has reviewed your proposal to study *Gender and Culture Identity in Relation to ESL Classroom Interactions through the Lens of Positioning Theory*. The committee has approved your research proposal with the following condition: journal entries responding to provided prompts are not to impact classroom instructional time. Dr. Marcia Smith made the suggestion that pre, mid, and post data collection would be more conducive to instructional time. I phoned Dr. Lincoln to explain this and she fully understands and will ensure that instructional time is protected.

We appreciate your interest and desire to include ===== in this important work and look forward to continuing our partnership with the University of Arkansas on this important project.

Sincerely,

=====

=====

Director of Accountability and Assessment
===== School District

Appendix F: Reading Comprehension Organizer

Reading Comprehension Organizer
ELA ESL

S-8 07-17

Name: _____

Period: _____

Directions: As you read the text, fill out the organizer.

What is the title of the text?	
Who is the author?	
What is the setting (when, where)?	
Who are the characters? Is there a protagonist? Who? Is there an antagonist? Who?	
What is the rising action? (Provide at least 3 events)	
What is the conflict?	
What is the climax?	
What the falling action?	
What is the conclusion?	
What is the theme?	

Reading Comprehension Organizer
ELA ESL

What are some questions you have about the reading?

What did you not understand?

Appendix G: Position Essay Instruction

ELA ESL: Position Essay

Name: _____

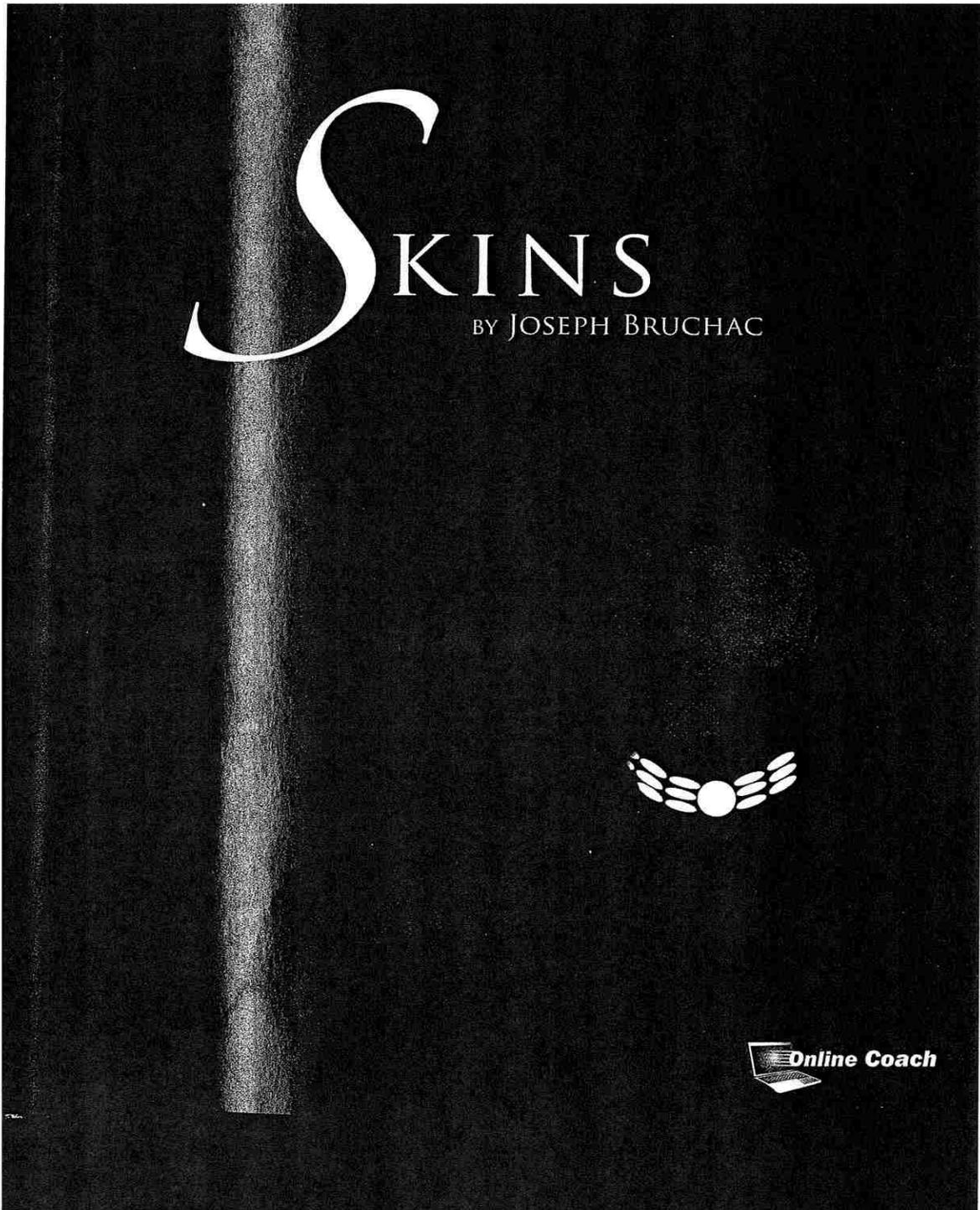
Period: _____

Instructions:

As part of your interim assessment, you will write a position essay in which you will need to take a stance on an issue. Make sure to present evidence to support your stance. Make sure to present evidence to support your stance.

Use your rubric and source materials to help you write your essay.

Appendix H: Reading Sample



Set a Purpose

Find out how race and ethnicity affect the way people view themselves and each other.

THE FIRST DAY I saw Jimmy T. Black, I thought he was a real Indian. Realer than me. I thought that even before I heard him tell the group of kids hanging around him that his middle initial stood for "Thorpe." Jim Thorpe was the Sac and Fox guy who won the Olympics about a century ago and was the world's greatest athlete. **14**

I'd heard a bunch of Jim Thorpe stories from Uncle Tommy Fox, who is eighty-four years old and has packed more living into his life than most people could experience in three centuries. Uncle Tommy knew Jim Thorpe. He met him back in 1937 when Uncle Tommy went to Hollywood as a kid and got lots of bit parts as anonymous Indian Number Two or Three who spectacularly falls off his horse when the fair-haired cowboy hero fires his six-shooter.

But this story isn't actually about Uncle Tommy, even though he is sort of part of it. This happened the autumn when Uncle Tommy was away visiting his grandchildren out in New Mexico. So I'll get back to Jimmy T and our high school, which is, of course, where I first met him.

Long Pond Central High School is pretty big for the North Country. It draws in students from all the little towns and **hamlets** around what we laughingly call the major population center of Long Pond. Long Pond High is big enough to have eleven-man football. Before our school was built, the little regional high schools could barely scrape together a five-guy basketball team. Now, with a hundred seniors, and even more kids in our junior class, we have the whole range of sports, from football to girls' basketball. And because there's not much else to do around here, we always get big crowds at all our sporting events.

When you go to a high school in a town so small that if you blink, you'll miss it, everyone knows who you are. Not just your name and your face.

In Other Words

hamlets small villages

Cultural Background

The Sac and Fox are a group of Native American people who lived in Canada, Michigan, Wisconsin, and Illinois.

14 **Character**
What does his reaction to Jimmy T tell us about the narrator?

They know everything about you, including stuff you wish they'd forget. That's especially true in school, where you've been with some of the same kids ever since preschool. ❷ They remember the time when you were five and got **expelled** for a week because you bit a certain girl in the butt so hard you left toothmarks.

Another thing everyone remembers about me is my hair. It's long now and black as Jimmy T's. But everyone in school remembers that until sixth grade my hair was kind of dirty brown. That's what happens when your father was an Indian but your mom is Swedish and as blonde as Brunhilde. Despite the hair coloring that I comb in every week or so, I know my classmates still see the old Mitchell Sabattis, **would-be Native American**. I tan up real dark in the summer, but during the winter my skin gets as pale as something you might find under a rock. ❸

Summer is the big season for visitors up here. A few locals still work in the woods, but the logging business isn't what it used to be anymore. Our biggest industry is tourism. Tourism was what brought Jim Thorpe Black and three other new kids to our school. Their families moved here because of the

Keeper of Six Nations, Tunerede Soj, stone carving.



❹ **Critical Viewing: Character** What personal qualities do you see in this sculpture? How do these qualities compare with Mitchell's characteristics?

❷ **Clarify Vocabulary**

What does *preschool* mean? Think about each part of the word, and reread the sentence.

❸ **Character and Theme**

How do you think Mitchell feels about his mixed heritage?

Character
What does
reaction
Jimmy T
tell us about
the narrator?

In Other Words

expelled sent home from school
would-be Native American a person who pretends to be a Native American

Cultural Background

In the mythology of Iceland and Germany, **Brunhilde** is a woman who guides the souls of dead soldiers to Valhalla, the great hall of the gods.

new Long Pond Northern Adirondack Interpretive Center. One new high schooler coming to a community as tight-knit as Long Pond makes waves. Four was a tsunami. **4**

When new kids come to a high school, there are two ways it can go. One is that everybody tries to get to know them. Two is that people hang back to check them out before making a move.

With Jimmy T it was approach *numero uno* all the way. Word had gotten out that this new kid was a star quarterback. Coach had mentioned it at one of our pre-season practices. He'd been all-league last year as a junior in a big city school. Scouts from Notre Dame and Syracuse were already interested. After decades of our being the **doormats of the North Country league**, this football season might be different. At a school like ours, a winning

quarterback would be like Moses and Eminem rolled up into one. Long Pond kids flocked around Jimmy T the way bees swarm around honey. With his black hair, olive skin, and shiny teeth, Jimmy T had the stage presence of a pop idol.

"Doesn't he look like Enrique Iglesias?" one girl whispered to

Kids flocked around Jimmy T the way bees swarm around honey.

another as they pushed past me to get closer to him. **5**

To me, though, Jimmy T looked like that Indian guy in *Dances With Wolves*. The one who calls out at the end, "Dances With Wolves, you will always be my friend."

I know there are problems with that movie. Like that it is yet another one of those movies where the adopted white guy is even better at being an Indian than the real **skins**. Like that scene where he finds the buffalo herd before the Indians do? I mean, get real! But the one corny thought that went through my mind when I first saw Jimmy T, with his turquoise bracelets and

In Other Words

numero uno number one (in Spanish)
doormats of the North Country league worst team in the North Country league
skins Indians

4 Clarify Vocabulary
 What is a tsunami? Notice how the word is used in the sentence, and reread the sentence before to determine the meaning.

5 Character and Theme
 Why is Jimmy T popular with the other students?

Clarify Vocabulary
What is a tsunami?
Notice how the word is used in the sentence, and reread the sentence before it to determine its meaning.

Character and Theme
Why is Jimmy T so popular with the other students?

that bone choker around his neck, was that I wanted to hear him yell that to me. "Mitchell Sabattis, you will always be my friend." Like I said, corny.

But while everyone else **made up to** Jimmy T, I hung back.

That's always been my way. Wait-and-See Sabattis, that's me. Even in sports. In basketball, I'm the guy who hangs back on the other team's fast break, so that when we get the ball again, I can take the pass down court and lay it up. And in football, I'm the same. I follow my blockers when I'm at tailback, or when I'm playing D-back, I play off my man enough so that the quarterback thinks he's not covered. When it comes to wild parties or doing crazy things, I'm the one who says, "Cool, but I'll catch you guys later." I spend all my spare time at Uncle Tommy's house, learning Indian stuff. Summers I work with him at the Indian Tourist Village. So I have this complicated **rep as a jock**, a **brainiac**, and sort of an outsider. ❸

Which is how the three other new kids were being treated. Those White kids were getting the full-scale outsider treatment. I should explain, before you get the wrong idea, that their last name was a **misnomer**, because they weren't. They were black.

There had never been any black kids at our school before. It isn't that we're segregated. It is just that 99 percent of the African American population in New York State is outside the northern Adirondack Mountain region. African Americans who pass through are treated just like any other **flatlanders** with money to add to the local economy. But as far as living here, Dr. Franklin White, his wife Professor Efuia Robinson White, their son Randolph, and their two daughters Coretta and Rosa, were the first.

Dr. White, with a Ph.D. in Ecological Science, was now the director of the just-built Northern Adirondack Interpretive Center. NAIC, for short. His wife was commuting to teach at Plattsburgh State, sixty miles away. They'd bought the biggest and newest house in town, on the point of the lake.

They'd even been the subject of a front page article in the *Long Pond Weekly*

❸ **Character**
What do the details in this paragraph reveal about Mitchell's personality?

In Other Words

made up to acted very friendly toward
rep reputation
a jock an athlete
a brainiac a smart person
a misnomer an inappropriate name
flatlanders outsiders

Star. WELCOME THE WHITES was the banner headline, with a picture of their smiling faces beneath it. It is a measure of our local journalism that no irony was intended.

There hadn't been any article like that about Jimmy T's dad, the new Assistant Director. Their house, on the other side of Long Pond, wasn't even lakefront.

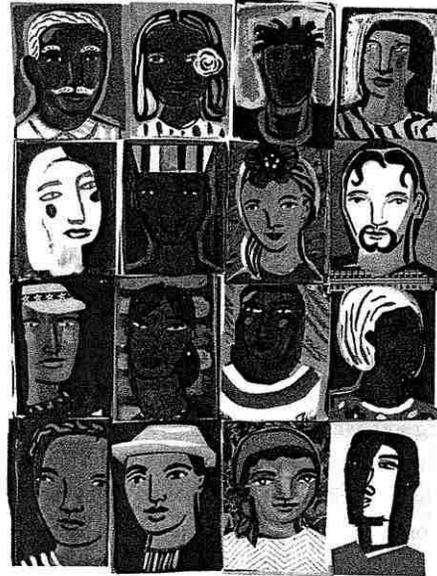
Randolph and his twin sisters were not smiling as they stood in the entrance to the school cafeteria that first day. People mumbled "Scuse me" as they slipped by, but no one made eye

contact. No one shook hands. Maybe it was because no one knew what to say. Our images of African American teenagers up

here **in the sticks** are what we get from TV, where rappers and gang-bangers **predominate**. What would the proper greeting be? "Yo, dog, whazzup?" or just a normal North Country "Hiya." Despite the fact that the White kids wore clothes so top-of-the-line that they might have been fashion models, everyone was avoiding them. It was obviously making Randolph and his sisters feel like four-day-old **road kill**. **71**

It made me want to yell, "What's wrong with everyone!"

Multicultural Patchwork, 2005, Elizabeth Rosen.
Collage/mixed media, private collection.



72 Critical Viewing: Theme Study the faces in the picture. What ideas do you think the collage expresses about people?

73 Theme What message do you think the author wants to convey in this paragraph?

Key Vocabulary

- **predominate** *v.*, to occur most often

In Other Words

- in the sticks** in the country
- road kill** body of an animal hit and killed by a car

I didn't, though. Instead I walked across the room, sort of in their direction, with my lunch tray in my hand. I didn't really intend to get involved. I could see now that Randolph was shorter than me by a good four inches, but he probably outweighed me. **3** Muscles bulged under his designer shirt. Although his jaw was clenched, his face was friendly and pleasant looking. His sisters were easy on the eyes, too. You'd look twice when they walked across a room. Though they were younger than their brother, they were almost my height, and I'm six-foot-three. The three Whites were black, but their skin color wasn't much darker than Uncle Tommy's.

Almost without realizing what I was doing, I did something that surprised myself. "Hey," I said. I held out my hand to Randolph.

He and his sisters jumped a little. They'd been so tense they hadn't even seen me come up to them. (Although I have been told that I have this way of sort of sneaking up on people without their noticing. Old Indian trick, as Uncle Tommy puts it.)

It only took Randolph half a second to recover his **poise**. "Hello," he said, cracking a small smile as he took my hand. His handshake was a surprise.

It wasn't a **bone cruncher**, like jocks sometimes give each other when they meet. It was gentle, the way Indians shake hands.

"I'm Mitch Sabattis. Welcome to Wrong Pond," I said.

His smile got broader. It's the oldest joke we have up here, but under the circumstances it had a little more zip than usual.

"I'm pleased to meet you," he said. No "yo." No "dog." Perfectly **enunciated** standard English. "I'm Randolph. These are my two younger sisters, Rosa and Coretta." **9**

3 Clarify Vocabulary
Divide *outweighed* into its parts. Notice how it is used in the sentence. What does *outweighed* mean?

9 Character and Theme
How does meeting Randolph affect Mitchell's understanding of people?

Almost without realizing what I was doing, I did something that surprised myself.

me
at message
ou think the
or wants to
vey in this
agraph?

In Other Words
poise calmness
bone cruncher crush or strong hold
enunciated pronounced

"Hello," they said, speaking and holding out their hands at the same time. Then, because they'd done it so perfectly **in sync**, like the start of a dance routine, they giggled.

Heads were turning in our direction. I'd **broken the ice** and survived. The lunch table we took filled up as other kids came over and introduced themselves. As we talked, I realized I'd be seeing a lot of Randolph. He was a football player, too. He'd played center at his old school. It wasn't the one Jimmy T went to, but they'd been in the same league.

"Is Jimmy T really a big-time QB?" Jacques Dennis asked.

"Yeah, he's as good as his clippings," Randolph said. The way he said it made me think there was something else he could have said, but he was **holding back**. I noticed, too, that the one time Jimmy T glanced over our way, it seemed as if a dirty look passed between him and Randolph.

I didn't ask Randolph about it. After all, we were just starting to get to know each other. I was looking forward to that. And his being a center made it even more likely that we'd be spending time together since I was the punter and place-kicker. Randolph had missed pre-season practice, but I got the feeling he'd do just fine. He couldn't do any worse than Jacques, who was our current center. Everybody knew that Jacques actually hated the position. Jacques loved D-tackle and we could use him there.

Rosa and Coretta were getting their share of attention, too. Nancy Post, who loves clothes **more than life itself**, was chatting the sisters up about accessorizing—whatever that means. Also, they were basketball players. With their height they'd really add something to our girls' team.

After the conversation was going good around the table, I excused myself.

"Later," I said to Randolph.

"I'll look forward to that," he responded. I could tell he meant it.

I still hadn't introduced myself to Jimmy T. **Ⓜ** There seemed to be a little lull in the crowd around him where he was seated six tables down. But as soon

Ⓜ Character
Mitchell introduces himself to Randolph right away, but he still hadn't introduced himself to Jimmy. What might explain this difference in behavior?

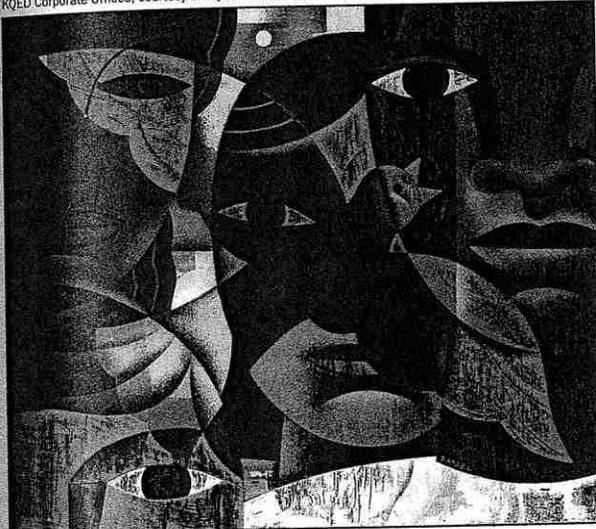
In Other Words

in sync together
broken the ice started a conversation
holding back not telling all he knew
more than life itself a lot

as I walked over, Jimmy T stood up and turned his back on me. The "Hiya" I was about to speak died on my lips. He made his way toward the door like he was late for an important appointment.

As small as Long Pond High is, I didn't see Jimmy T for the rest of the school day. It was almost as if he was trying to avoid me, although for the life of me I couldn't figure out why. Sure, there were some mutterings about how there was **bad blood** between him and Randolph. They'd played on different teams that were bitter rivals. **❏** But I couldn't imagine that being friendly with Randolph would keep Jimmy T from talking to me. He must have heard I was Indian, too. Even if I did have a blonde mother, I'd always been the only kid in Long

Citizenship, 2002, Rafael Lopez. Acrylic on woodboard,
KQED Corporate Offices, courtesy of KQED Public Broadcasting.



❏ Critical Viewing: Design Look closely. What image connects all the faces? What does this say to you about the people in the painting?

In Other Words
bad blood anger or hatred

❏ Clarify Vocabulary
Do you know what the word *rivals* means? Look for clues in the sentence and nearby sentences.

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Pond School who really identified himself as Indian. And I certainly wasn't the only one with Indian ancestry. There's plenty of Native blood in the mountains, but a lot of it is kept hidden. In the past, it was better not to be Indian. And it's not hard for people who are Indian to hide that fact. Just keeping quiet and cutting your hair short and dressing like everybody else is usually enough. A lot of people with Indian blood do just that. [E]

That was one of the reasons why I hoped Jimmy T would make an effort to get to know me. I admired him for the fact that he wasn't hiding who he was. He wasn't afraid to let the world know he was a real Indian. Realer than me, a

He wasn't hiding who he was.

guy who had to dye his brown hair black to make it more Indian.

When I was little, I didn't think about it that much. My dad, who was as Indian-looking as Cochise, could always handle it with his

good nature. People who started out hostile would end up buying him beers. Usually a few too many. They were surprised at how he could hold his booze, what with all they say about Indians not being able to drink without getting all crazy. I don't think my dad was even that drunk the night he died. After all, the tractor-trailer that hit his pickup skidded on the ice and crossed into his lane.

I started hanging out with Uncle Tommy after my mother and I got back from Sweden. Getting to know him, even though he wasn't really a relative, was like getting to know things about my dad that I'd never known before.

I remember the only time when Uncle Tommy asked me why I was hanging around him so much.

"My dad," I said, "never taught me how to be an Indian."

"Mitchell," Uncle Tommy said to me, "white men taught us how to be Indians. Before that, we were just people." [E]

Historical Background

Cochise was an Apache leader. In the 1860s, he and his people fought with the U.S. Army and settlers for control of native land in the Southwest.



[E] Character and Theme

How do you think Mitchell feels about people who hide their heritage? Why

[E] Character and Theme

Why is Uncle Tommy's story important? Why does it show about him and Mitchell?



Monitor Comprehension

Explain

How do the student Mitchell's high school treat Jimmy T? How do they treat Randolph and his sisters? Reread to clarify.

Predict

What do you think will happen with the tension between Jimmy T and Randolph?

“HEY CHIEF,” Jacques Dennis said to me as I closed my locker.

“Hey,” I said. “What’s up?”

“It’s all good,” Jacques said. He was beaming. “Randolph is cool. A real center. Hey? Yes!” He held up his right hand and I high-fived him, wondering as I did so if Randolph ever high-fived or simply insisted on a gentlemanly handshake.

Out on the field, Coach Carson pulled Randolph aside.

“Mitchell,” Coach yelled. “Take a snap.”

I dropped back and yelled, “Hike.” A perfect spiral snap came whizzing back at me **like a bullet**.

“All right!” Coach Carson shouted, raising both fists. That surprised all of us. Coach doesn’t usually show his feelings. But I understood. I’d love not having to chase balls snapped four feet over my head or six feet to my left. Jacques Dennis sucked at long snaps.

Jimmy T showed up just then. He was late, but Coach Carson didn’t bawl him out. He just sent him over to work with the receivers. Before long it was obvious that Jimmy T could throw not just long balls and bullets, but also touch passes.

For the rest of practice, Coach Carson walked around humming a tune that sounded suspiciously like “Happy Days Are Here Again,” and then catching himself at it and **clamming up**. His Long Pond Lumberjacks finally had a chance at a winning season.

I wasn’t completely convinced. Maybe no one else had seen it, but I could still sense the tension building between Jimmy T and Randolph. The last half-hour of practice, Jimmy T was taking snaps from him. They were both so good that they got into a real rhythm after awhile. **☞** That’s the key, you know, that rhythm a center and a quarterback need to make everything come out right. I could tell that they both loved what they were doing so much that they’d

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Key Vocabulary

- **tension** n., stress, strain, or anxiety

In Other Words

- like a bullet** very fast
- clamming up** keeping quiet

Character and Theme

The boys are rivals, but they practice together. What does that tell you about them?

forgotten, for the moment at least, whatever bad blood was between them in the past. What worried me, though, was what would occur after practice.

But nothing bad happened. They just went to lockers at opposite ends of the room and ignored each other. In fact, after we hit the showers, while Jimmy T was toweling off his long hair, he finally said something to me, even though it was in a **guarded** voice.

"Nice job, kicker."

"Thanks," I replied.

It made me feel great to get that praise. For a half a second I wondered if maybe I should try to start a real conversation with him now. But I left it at that. It was better to hang back. No point in pushing my luck.

By the fourth week of school, we'd already had our first two games and won them both. I hadn't caught any passes yet, but I'd kicked eleven extra points and two field goals, which gives you an idea of just how well the Long Pond Lumberjacks were doing with Jimmy T as our quarterback and Randolph as our center. Whatever there was between them, they seemed to put it aside as soon as the whistle blew and we ran onto the field. They just concentrated on the game.

Concentrating on the game was hard for Jimmy T. His father was a Yeller. Different kinds of parents come to high school games. Some cheer a little too much for their kids. Even when they do something dumb, their parents call out "Great job!" Some just sit in the stands, watch politely, and cheer with the crowd. That was how Randolph's mom and dad acted. The worst are the Yellers. They don't stay in the stands. They walk up and down, as close to the field as they can get. They scream at referees, coaches, other players, and their own kids. ⁴⁵

Mr. Black was the worst Yeller I'd ever seen. He was tall and dark-haired like Jimmy. But he didn't wear his hair long or have Indian jewelry. Maybe he didn't want to call attention to himself at his job. But he surely called attention to himself during our first two games.

In Other Words
guarded cautious

⁴⁵ Clarify Vocabulary
 What is a Yeller?
 Look for examples
 in the paragraph.

Jimmy hardly ever made a mistake. But the few times he did, Mr. Black bellowed at his son so hard that his face got beet red.

"Can't you take a snap?" he shouted, throwing his hat on the ground. "Didn't you see that open man? Come on, Jimmy. You're playing like you're asleep."

Jimmy tried to ignore it. But I noticed how flushed his face got when his father yelled. ¹⁶

By now, I was spending a lot of my time with Randolph. We were both in advanced classes, so we saw each other almost every period. And, of course, there was football. I've always had a lot of acquaintances. You know the kind. You pass each other in the hall, give each other the high sign. But I'd never had any close friends my age. Randolph was getting to be one. He even invited me to dinner at his house. Jimmy T, on the other hand, I hardly even saw except on the field. He wasn't in any classes with me. His grades were just high enough to stay eligible for football.

I wished I could find the courage to really talk with Jimmy. It seemed to me that maybe he was doing what a lot of Indian kids do, not living up to his **potential** because he didn't want to play by *their* rules. But Jimmy seemed to be avoiding me and I didn't make it a point to seek him out.

During that dinner with Randolph's family, I got the shock of my life.

After saying grace, Mrs. White turned to me. "Do you speak any Abenaki, Mitchell?" she said.

I hadn't expected that.

"Some," I said. "My mom's not Indian, but she's been encouraging me to learn more."

"That's very good," Mr. White said.

"I've always been a race man myself. Young people should be proud of their history, proud of their race." ¹⁷

During that dinner with Randolph's family, I got the shock of my life.

Verify Vocabulary
What is a Yeller?
Look for examples
in the paragraph.

Key Vocabulary

- **potential** *n.*, natural ability

Cultural Background

Abenaki is part of an Algonquin family of Native American languages in New England and Northeast Canada.

16 Character

How do you think Jimmy T's actions at school differ from his actions at home?

17 Character

How would you describe Mr. and Mrs. White's personalities?

"Plural, dear," Mrs. White said. "Races."

Across the table from me, Randolph looked like he was so amused that he was about to **bust a gut**. Coretta and Rosa were smiling at each other the way twins do when they're thinking exactly the same thing.

"Randolph," Mr. White said in a deep voice, "greet your friend in the language of your great-grandparents."

"*Osi yo ogi na li i,*" Randolph said in a language I'd never heard before. My mouth couldn't catch up to my mind.

"Huh?" was all I could say in return.

"That's 'Hello, my friend,' in Tsalagi, the Cherokee language," Mrs. White said. "Our family has Cherokee and Choctaw ancestors. Our great-great grandparents suffered through the Trail of Tears." 

"In Oklahoma," Mr. White rumbled, "the family name of White Path was shortened to White."

"Cherokee hair," Mrs. White said, reaching out to stroke the heads of her two daughters.

"Most African Americans," Mr. White said, "have some Indian ancestry. I expect you know that already, Mitchell. I'm afraid most white Americans are not about to accept that fact."

Even though Randolph was **clicking** as Jimmy T's center, there was tension between them. The day it came to a head at practice almost ruined our season. Coach Carson got an emergency call, so he went into the school to take it. We were on our own.

I heard Jimmy T say the "n" word. It shocked me so much that I turned around to see him staring at Randolph. Randolph was looking back at him.

Then Randolph shook his head. "Better than a faker, pal."

Jimmy T threw the football right at Randolph. The football thumped off Randolph's chest like a stick bouncing off a drum. It hit Jimmy T in the face, and blood spurted out of his nose. He lunged toward Randolph. I grabbed

 **Theme**
How does the discovery of Randolph's heritage affect the way Mitchell thinks of him? Does it affect your thoughts about Randolph?

In Other Words

bust a gut laugh so hard his stomach might burst
was clicking was playing very well

Historical Background

The **Trail of Tears** is the route the Cherokee Indians took from 1838 to 1839, when they were forced to march from their home in western Georgia to a reservation in Oklahoma.

Jimmy, pinning his arms to his sides.

"Stop it," I hissed into his ear, pressing my cheek hard against his and getting my own face **smear**ed with his blood. "You're better than this."

The tension went out of him. I slowly let go and stepped back. Jimmy T turned to look into my face. His eyes were filled with tears.

"No, I'm not," he whispered. He ran toward the school, holding his bloody nose.

Randolph was still rooted to that same spot.

"It's okay," Randolph said. "I don't blame him. I blame his father." **149**

There was no time to find out what he meant just then. Coach Carson came back and I had to explain how Jimmy T got accidentally hit in the nose by the ball.

Later, in the locker room, Randolph explained what he'd meant.

"His father hates my dad," Randolph said, tying his shoes hard. "He thinks that *he* should have been the director of the center. He says that the only reason my father got the position was because of affirmative action." Randolph shook his head. "Dad won't talk about it, but Mom said he and Mr. Black were friends in graduate school. Now they're enemies who have to work together every day."

"So, you cool with Jimmy T now?" I asked.

Three Red Linemen, © 1975, Ernie Barnes. Acrylic on canvas, collection of the artist.



148 **Critical Viewing: Effect** What effect does the artist create by exaggerating the shape of the football players and hiding their faces?

147 **Character** How does the discovery of Randolph's heritage affect the way Mitchell thinks of him? How does it affect your thoughts about Randolph?

149 **Character**

What do Jimmy T's tears and Randolph's comment about the father reveal about them?

In Other Words
smear = covered

Cultural Background

Affirmative action is a program that began in 1965 to help eliminate discrimination against women, African Americans, and other people who apply for jobs, college, and government contracts.

"Cool," Randolph said.

Sure enough, in practice the next day it was like nothing happened. Jimmy didn't apologize to Randolph, but they worked together like a center and quarterback should. And we kept winning football games.

One evening I was filling up my truck with gas at our one local station. It was the old beater Chevy I bought with some of the money I'd earned working summers at the Indian Village. Jimmy T's mother pulled up to the other pump.

I'd never seen Mrs. Black at games. She kept to herself and didn't go out much. Rumor was that she was sick. So it surprised me when this puffy-cheeked woman wearing dark eye shadow got out of her car and came up to me.

"You Mitchell Sabattis?" she said.

"Yes, ma'am?" I said.

"I'm Iris Black, Jimmy's mother."

She was so close to me that I could smell the alcohol on her breath. Her eyes were bright. My Dad's eyes used to get like that after a few beers.

"Pleased to meet you, Mrs. Black," I said.

She grabbed me so hard by the wrist that I almost dropped the gas cap.

"You have been so good to my son. You just do not know how important you are to him. He wishes he could be like you."

Mrs. Black leaned over and kissed me on my cheek. Then she got in her car and drove off.

Those surprises got me thinking about something Uncle Tommy told me. You never can tell what's in someone's heart by the way they look on the outside. **20** What was really in Jimmy T's heart?

20 Character and Theme
What do you think Uncle Tommy means by this?

 Monitor Comprehension

Confirm Predictions
Did you logically predict what would happen to the tension between Randolph and Jimmy T? What happened?

Predict

Is Jimmy T really a faker, or is there more to him than people see?

THE SATURDAY AFTER I met Jimmy T's mom was the Big Creek game. We were down thirteen to zip. The Long Pond Lumberjacks had turned back into the Wrong Pond Flapjacks. Jimmy looked like he was moving in slow motion. He couldn't even *buy* a completed pass.

Like always, Jimmy's dad was on the sidelines yelling. He wasn't yelling at the referees or the other players at all. His whole attention was on Jimmy.

"You're a loser, kid, a loser" he bellowed like a wounded moose. "I always knew it. You're as weak as your mother."

After that Jimmy could barely make a clean hand-off. It was the worst first half of football I've ever been part of. Finally, and none too soon, it was halftime.

Jimmy sat with his head down in the locker room. ²¹ No one was talking to him. Not even Coach Carson. We had to be back on the field in five minutes. Coach motioned to the team.

"Let's go," he said. Jimmy didn't move.

Coach grabbed my arm before I could follow the rest of the team out the door. "Mitch," he whispered. "You're the only player with his head still in this game. Talk to him."

"Why me?" I said.

Coach looked up toward the sky in exasperation. "Jeezum, do you always have to go back and forth between being brilliant and brain-dead, Sabattis? Just do it."

From behind Coach's back, Randolph held up his hand and gave me the thumbs up sign. He believed in me, too, even if I didn't. ²²

Coach Carson shut the locker room door leaving the two of us alone.

"I never really said I was Indian," Jimmy T said, without looking up.

"We moved around so much. Whenever I showed up at a new school wearing

Character and theme
What do you think about Tommy Sabattis's means by this?

²¹ Character
What details show Jimmy T's mood at halftime?

²² Character
The others want Mitchell to talk to Jimmy T. What does this show you about Mitchell's character?

For Comprehension

Form Prediction
Logically, what would be the tension in Randolph Jimmy T? What would be the result?

this jewelry and with this hair, people assumed I was Native American. It was easier to just go along with it. But it's like Randolph said. I'm a phony. My real middle name is Tomas. There's no Indian blood in our family. We're Hungarian."

He slammed his fist against the locker next to him. I didn't say anything.

"Jeez," Jimmy T said. "My Dad is right." He looked across at me and I could see the pain in his eyes. "There's no way I can ever live up to his standards. He said it didn't matter how many football games I won, I was still a born loser."

I kept my mouth shut. Another lesson Uncle Tommy taught me. Never interrupt people when they're speaking from their heart.

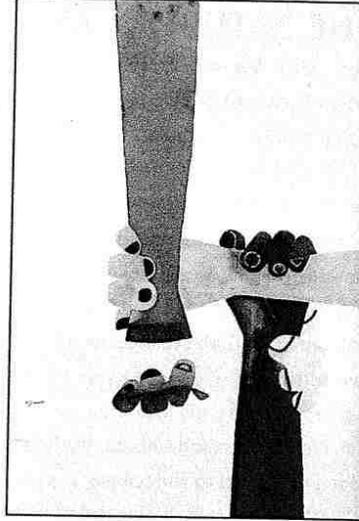
Jimmy T took another deep breath. "I wish I really was Indian. I'm not real like you, Mitchell." He clenched his fists and looked down at his feet. "It's just so much easier to hide your real self."

"I know," I said.

Jimmy T hadn't avoided me because I wasn't real enough. He'd been afraid I'd see that he was playing a part. He'd become a pretend Indian to get away from the pain in his own life. But I didn't hate him for it. The real Indians I've known have done their share of trying to get away, too. Like Uncle Tommy told me, pain is part of the admission fee for being human. 

In that moment, I knew that we'd have our undefeated football season. Of course, I'm writing this after all that happened, so that's easy for me to say. But I really did know we'd go back out on the field with our hearts in the game and win.

"Civilization is a method of living, an attitude of equal respect for all men," 1955, George Glusti. India ink and gouache on paper. Smithsonian American Art Museum, Washington, D.C.



 **Critical Viewing: Theme** Read the title of this drawing. How does it support the story?

 **Character and Theme**
Why do you think Jimmy T pretends?

Equal respect for
touché on paper,
ton, D.C.



the title of this
story?

Character and
theme
Why do you think
Jimmy T pretends?

I also knew, as Jimmy T sat there with the look of a lost soul on his face, that there was only one thing I could say.

"Jimmy, I've got this friend. His name is Uncle Tommy Fox. When he comes back, I'm going to introduce you to him. But for right now, let me just tell you what I know *he'd* tell you."

I paused. Jimmy T lifted his head to look at me like a drowning person who hopes someone will throw him a life preserver.

"What?" Jimmy T said. "What would he say?"

I spoke, but I was hearing Uncle Tommy's voice, sharing a lesson that both Jimmy and I needed.

"Whoever you are is real enough. Underneath our skins, everyone's blood is red." ♦

ANALYZE Skins

- 1. Explain** How does Mitchell help Jimmy T live up to his **potential**?
- 2. Vocabulary** What is the source of **tension** between Jimmy T and Randolph?
- 3. Analyze Literature: Character and Theme** Think about the theme of "Skins." Work with a partner and refer back to your **Theme Charts**. Use the clues from your charts to write a sentence about the life lesson you think the story teaches. Then share your sentence with the class.
- 4. Reading Strategy Clarify Vocabulary** What words were you able to clarify as you read? Compare your strategies with a partner's strategies.

Return to the Text

Reread and Write What do the characters initially think about each other? Reread to find and record examples of the first impressions the characters have of each other. How did those impressions change? Using details in the story, describe how the characters show they are starting to know each other better.

Appendix I: ELA ESL Position Essay Rubric

Name: _____

Period: _____

Instructions:

As part of your interim assessment, you will write a position essay in which you will need to take a stance on an issue. Make sure to present evidence to support your stance.

Format Expectations	Possible Points	Did I do this?
<p style="text-align: center;"><i>Introduction</i></p> <p>Present the issue and your position (your point of view) on the issue. <u>An issue is:</u> an important topic or problem for debate or discussion. Choose ONE issue from the texts we read:</p> <ol style="list-style-type: none"> 1. <i>The Moustache</i>: Lying to a loved one is okay as long as you aren't hurting anyone. 2. <i>Skins</i>: Bullying someone is okay as long as you think it will make them stronger. 3. <i>Amigo Brothers</i>: being loyal to your friends and family is more important than fame. 4. <i>The Hand of Fatima</i>: doing what your parents want you to do and keeping them happy is more important than following your plans for your future. 	<p>/20</p>	<p>Yes/No</p>
<p>Body EVIDENCE. Why are you right? What is your proof? Use a minimum of three pieces of evidence from your text to support your claim. CONNECTION. Be sure to connect each piece of evidence to the text. How does your evidence prove your claim?</p> <ol style="list-style-type: none"> 1. (Example #1) 2. (Connection to example) 3. (Example #2) 4. (Connection to example) 5. (Example #3) 6. (Connection to example) <p>Your source needs to be from the issue you chose: Skins</p>	<p>/5 /5 /5 /5 /5 /5</p>	<p>Yes/No Yes/No Yes/No Yes/No Yes/No Yes/No</p>

<p>The Hand of Fatima Amigo Brothers The Moustache</p>		
<p style="text-align: center;"><i>Conclusion</i></p> <p>Transition from the body paragraphs into a concluding statement that follows from the support and argument presented. <i>As evidenced from my examples, the only logical view on the issue of _____ is _____ because _____.</i></p>	/20	Yes/No

Language Expectations	Possible Points	Did I do this?
<p>Be written in complete sentences. (Simple and complex sentences. Stay away from run-on sentences)</p>	/5	Yes/No
<p>Have proper punctuation (.,)</p>	/5	Yes/No
<p>Have proper spelling (Make sure you double check your spelling)</p>	/5	Yes/No

Have proper capitalization (Make sure you capitalize proper nouns)	/5	Yes/No
Total Points Earned	/90	

Appendix J: 12th Grade ELA Curriculum

	Quarter 1 43 Days (2 Days Intro to School; 2 Days MAP Test)	Quarter 2 42 Days (4 Days Semester Test; 4 Days after break; 2 Days MAP Test)	Quarter 3 49 Days (2 Days ELPA21 Test)	Quarter 4 44 Days (4 Days Semester Test; 2 Days Aspire; 2 Days MAP Test)
Essential Questions	When do you really know someone? How do people challenge expectations?	What tests a person's loyalty?	What does it really mean to communicate? What do people discover in a moment of truth?	How can we balance everyone's rights? What deserves our care and respect?
Focus Standards	Conflict Protagonist/Antagonist Text Features Character and Theme Nonfiction text features Narrative nonfiction	Style Analyze language Rhyme pattern Analyze sentence structure Tone	Text Structures Cause/Effect Problem/Solution Examples Chronology Poetry Plot structure Figurative language Suspense Foreshadowing Author's purpose	Analyzing argument Evaluating argument Dramatic elements Imagery Figurative language Poetic form Poetic devices Style

End of Unit Assessment	Reflective Essay: Narrative Autobiography: Narrative	Position Paper	Informative Research Report Literary Research	Argumentative essay
Texts	<p>“The Moustache” by Robert Cormier (Conflict) [pg. 8]</p> <p>“Two Kinds” by Amy Tan (Protagonist/Antagonist) [pg. 36]</p> <p>“Skins” by Joseph Bruchac (Character and Theme) [pg. 68]</p> <p>“Catcher in the Rye” by J.D. Salinger</p> <p>“A Lamb to the Slaughter” by Roald Dahl</p>	<p>“Amigo Brothers” by Piri Thomas (Language) [pg.234]</p> <p>“My Brother’s Keeper” by Jay Bennett (Rhyme pattern) [pg.262]</p> <p>“The Hand Fatima” by Elsa Marston (Tone) [pg. 294]</p> <p>“<u>Conscience of the Court</u>” by <u>Zora Neale Hurston</u></p>	<p>“Silent Language” by Dr. Bruce Perry & Charlotte Latvala (Problem/Solution) [pg. 363]</p> <p>“Face Facts” by Mary Duenwald (Cause/Effect) [pg.350]</p>	“Of Mice and Men” by John Steinbeck
Language Focus		Present, past, future tense Subject and object pronouns	How do we research? What is communication? What is language?	

Quarter 2
Stage 3 - Learning Activities

<p>Introduction to the unit: In this unit we will be answering the questions, When do you really know someone? and How do people challenge expectations?</p>	<p>The type of texts we will cover over the next 9 weeks will be: Short stories</p>	<p>The concepts we will cover will be:</p> <p style="text-align: center;">Conflict Protagonist Antagonist Character Theme Narrative</p>	<p style="text-align: center;">Pre-lesson:</p>	<p style="text-align: center;">We will be covering some grammar skills through the activities and texts we read.</p>
Concepts	Texts	Bricks	Activities	Assessments
<p style="text-align: center;">Conflict</p> <p style="text-align: center;">Protagonist</p> <p style="text-align: center;">Antagonist</p> <p style="text-align: center;">Character</p> <p style="text-align: center;">Theme</p> <p style="text-align: center;">Narrative</p>	<p>“The Moustache” by Robert Cormier (Conflict) [pg. 8]</p> <p>“Two Kinds” by Amy Tan (Protagonist/Antagonist) [pg. 36]</p> <p>“Skins” by Joseph Bruchac (Character and Theme) [pg.68]</p>	<p style="text-align: center;">Verb Noun Adjective Pronoun Verb Adverb Prepositions Conjunctions Interjections Sentence Paragraph Essay Punctuation Narrative</p>	<p style="text-align: center;">All about me!</p> <p style="text-align: center;">Weeks 1-2 (3) We will work on Grammar and introduction to concepts which will lead into the texts.</p> <p style="text-align: center;">Resources: www.noredink.com</p> <p style="text-align: center;">http://www.educationworld.com/a_lesson/edit/edit08.shtml</p>	<p style="text-align: center;">Introduction Surveys Seniors</p> <p style="text-align: center;">First week of school Inventory: <u>Grammar</u>, <u>reading</u>, <u>writing</u> inventories</p>

<p>Week 1</p>	<p>Google forms Noredink.com Grammar ninja Kahoots Quizzes Gonoodle http://www.colorincolorado.org/</p>	<p>Verb Noun Adjective Pronoun Verb Adverb Prepositions Conjunctions Interjections Sentence Paragraph Essay Punctuation Narrative</p>	<p>Expectations Team building activities 3 truths 1 lie All about me Grammar Game</p>	<p>Grammar Inventory Writing Inventory Reading Inventory: <u>Grammar</u>, <u>reading</u>, <u>writing</u> inventories</p>
<p>Week 2</p>		<p>Paragraphs Sentences Essay types</p>	<p>Writing Basics</p>	<p>Noredink Grammar ninja</p>
<p>Week 3</p>		<p>Conflict Protagonist Antagonist Character Theme Narrative</p>	<p>Reading Basics: What is the conflict of a story? What are characters? Types of characters What is a theme? What are story themes?</p>	<p>How to identify ____ Graphic Organizer End of week quizzes</p>
<p>Week 4</p>	<p>“The Moustache” by Robert Cormier (Conflict) [pg. 8]</p>	<p>Conflict Protagonist Antagonist</p>	<p>Identification of conflict</p>	<p>“The Moustache” 5ws “Two Kinds” 5ws</p>

	<p>“Two Kinds” by Amy Tan (Protagonist/Antagonist) [pg. 36]</p> <p>“Skins” by Joseph Bruchac (Character and Theme) [pg.68]</p>	Character Theme	<p>Identification of Protagonist/Antagonist</p> <p>Identification of Character and Theme</p>	“Skins” 5ws
Week 5		Reflective Narrative Essay	<p>What is a reflective essay?</p> <p>What is a reflective narrative essay?</p>	Reflective paragraph: what is a conflict you have faced recently? Describe it in detail and why it happened.
Week 6	<p>“The Moustache” by Robert Cormier (Conflict) [pg. 8]</p> <p>“Two Kinds” by Amy Tan (Protagonist/Antagonist) [pg. 36]</p> <p>“Skins” by Joseph Bruchac (Character and Theme) [pg.68]</p>		<p>Students will choose of the three texts read to write their interim assessment on.</p> <p>Interim Assessment outline & planning</p>	Interim Assessment (end of week)
Week 7	<p>“Catcher in the Rye” by J.D. Salinger or “A Lamb to the Slaughter” by Roald Dahl</p>		<p>Student will choose one of the two texts to read and begin reading.</p> <p>Who was the author? How does the text connect to the EQ?</p>	<p>“Catcher in the Rye” 5ws or “A Lamb to the Slaughter” 5ws</p>
Week 8	<p>“Catcher in the Rye” by J.D. Salinger or “A Lamb to the Slaughter” by Roald</p>		<p>How does the text connect to the EQ?</p>	<p>“Catcher in the Rye” 5ws or “A Lamb to the Slaughter” 5ws</p>

	Dahl		Students will continue reading their text. Introduction to post assessment	
Week 9	“Catcher in the Rye” by J.D. Salinger or “A Lamb to the Slaughter” by Roald Dahl		How does the text connect to their lives? Students will finish reading their text. Introduction to post assessment: outline	Post Assessment

Quarter 2
Stage 2 - Assessment Evidence

Pre-Assessment: Grammar, reading, writing inventories. Reading inventory should have questions about text features, types of texts (fiction vs non-fiction). Writing inventory should have students write basic sentences using different types of grammar and punctuation and for different types of audiences.

Interim Assessment: students will write a reflective paragraph or essay giving a summary on one of the texts they read. Students will explain the plot, what the text is about, what the conflict is(if any), who the protagonist is, who the antagonist is (if any), the characters and the theme.

Post Assessment: students will write a reflective essay in which they share insights and observations about their life that they had in common with their chosen text. Students will present a problem similar to that in their chosen text and explore how it was resolved (or left unresolved) as a result of their experiences.

Quarter 2
Stage 1 - Desired Results

ELP Standard	Level 2 =====>	Level 3 =====>	Level 4
<p>ELP .9-12.1 An ELL can Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p>	<p>Use an emerging set of strategies to:</p> <ul style="list-style-type: none"> ● Identify the main topic ● Retell a few key details in oral presentations and simple oral and written texts 	<p>Use a developing set of strategies to:</p> <ul style="list-style-type: none"> ● Determine the central idea or theme in oral presentations and written texts ● Explain how the theme is developed by specific details in the texts ● Summarize part of the text. 	<p>Use an increasing range of strategies to:</p> <ul style="list-style-type: none"> ● Determine two central ideas or themes in oral presentations and written texts ● Analyze the development of the themes/ideas ● Cite specific details and evidence from the texts to support the analysis ● Summarize a simple text.
<p>ELP .9-12.2 An ELL can Participate in grade-appropriate oral and written exchanges of information, ideas, and analysis, responding to peer, audience, or reader comments and questions</p>	<ul style="list-style-type: none"> ● Participate in short conversational and written exchanges on familiar topics and texts ● Present information and ideas ● Respond to simple questions and wh-questions 	<ul style="list-style-type: none"> ● Participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues ● Build on the ideas of others ● Express his or her own ideas ● Ask and answer relevant questions ● Add relevant questions ● Add relevant information and evidence ● Restate some of the key ideas expressed. 	<ul style="list-style-type: none"> ● Participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues ● Build on the ideas of others ● Express his or her own ideas clearly ● Support points with specific and relevant evidence ● Ask and answer questions to clarify ideas and conclusions ● Summarize the key points
<p>ELP .9-12.3 An ELL can Speak and write about grade-appropriate complex literary and informational texts and topics</p>	<p>With support (including modeled sentences),</p> <ul style="list-style-type: none"> ● Deliver short oral presentations ● Compose written narratives or informational texts 	<p>With support (including modeled sentences),</p> <ul style="list-style-type: none"> ● Deliver short oral presentations ● Compose written informational texts ● Develop the topic with some relevant details, concepts, examples, and information 	<ul style="list-style-type: none"> ● Deliver oral presentations ● Compose written informational texts ● Develop the topic with some relevant details, concepts, examples, and information

	About familiar texts, topics, experiences, or events.	<ul style="list-style-type: none"> Integrate graphics or multimedia when useful About familiar texts, topics, or events.	<ul style="list-style-type: none"> Integrate graphics or multimedia when useful About a variety of texts, topics, or events.
ELP .9-12.4 An ELL can Construct grade-appropriate oral and written claims and support them with reasoning and evidence	<ul style="list-style-type: none"> Construct a claim about familiar topics Introduce the topic Give reason to support the claim Provide a concluding statement 	<ul style="list-style-type: none"> Construct a claim about familiar topics Introduce the topic Provide sufficient reasons or facts to support the claim Provide a concluding statement 	<ul style="list-style-type: none"> Construct a claim about a variety of topics Introduce the topic Provide logically ordered reasons or facts that effectively support the claim Provide a concluding statement
ELP .9-12.5 An ELL can Conduct research and evaluate and communicate findings to answer questions or solve problems	<ul style="list-style-type: none"> Gather information from provided print and digital sources Summarize data and information. 	<ul style="list-style-type: none"> Carry out short research projects to answer a question. Gather information from multiple provided print and digital sources Evaluate the reliability of each source Paraphrase key information in a short written or oral report Include illustrations, diagram, or other graphics Provide a list of sources. 	<ul style="list-style-type: none"> Carry out both short and more sustained research projects to answer a question. Gather and synthesize information from multiple print and digital sources Use search terms effectively Evaluate the reliability of each source Integrate information into an organized oral or written report Cite sources appropriately.
ELP .9-12.8 An ELL can Determine the meaning of words and phrases in oral presentations and literary and informational text	Using context, visual aids, reference materials, and knowledge of morphology in their native language, <ul style="list-style-type: none"> Determine the meaning of frequently occurring words, phrase, and expressions In texts about familiar topics, experiences, or events.	Using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and root words), <ul style="list-style-type: none"> Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions 	Using context, increasingly complex visual aids, reference materials, and an increasingly knowledge of English morphology <ul style="list-style-type: none"> Determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic

		In texts about familiar topics, experiences, or events.	expressions In texts about familiar topics, experiences, or events.
<p>ELP .9-12.9 An ELL can Create clear and coherent grade-appropriate speech and text</p>	<p>With support (including modeled sentences)</p> <ul style="list-style-type: none"> ● Recount a short sequence of events in order, and ● Introduce an informational topic ● Provide one or two facts about the topic ● Use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) <p>With emerging control</p>	<ul style="list-style-type: none"> ● Recount a short sequence of events, with a beginning, middle and end ● Introduce and develop an informational topic with facts and details ● Use common transitional words and phrases to connect event, ideas, and opinions (e.g. <i>after a while, for example, as a result</i>) ● Provide a conclusion <p>With developing control.</p>	<ul style="list-style-type: none"> ● Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure ● Introduce and develop an informational topic with facts, details, and evidence ● Use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas ● Provide a concluding section or statement <p>With increasingly independent control.</p>
<p>ELP .9-12.10 An ELL can Make accurate use of standard English to communicate in grade-appropriate speech and writing</p>	<p>With support (including modeled sentences),</p> <ul style="list-style-type: none"> ● Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions ● Produce simple and compound sentences. 	<p>With support (including modeled sentences),</p> <ul style="list-style-type: none"> ● Use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) ● Use simple clauses (e.g., independent, dependent, relative, adverbial) ● Produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> ● Use increasingly complex phrases (e.g., noun, verb, adjective, adverbial, participial, prepositional, and absolute) ● Use increasingly complex clauses ● Produce and expand simple, compound, and complex sentences.

	Quarter 1 43 Days (2 Days Intro to School; 2 Days MAP Test)	Quarter 2 42 Days (4 Days Semester Test; 4 Days after break; 2 Days MAP Test)	Quarter 3 49 Days (2 Days ELPA21 Test)	Quarter 4 44 Days (4 Days Semester Test; 2 Days Aspire; 2 Days MAP Test)
Essential Questions	When do you really know someone? How do people challenge expectations?	What tests a person’s loyalty?	What does it really mean to communicate? What do people discover in a moment of truth?	How can we balance everyone’s rights? What deserves our care and respect?
Focus Standards	Conflict Protagonist/Antagonist Text Features Character and Theme Nonfiction text features Narrative nonfiction	Style Analyze language Rhyme pattern Analyze sentence structure Tone	Text Structures Cause/Effect Problem/Solution Examples Chronology Poetry Plot structure Figurative language Suspense Foreshadowing Author’s purpose	Analyzing argument Evaluating argument Dramatic elements Imagery Figurative language Poetic form Poetic devices Style
End of Unit Assessment	Reflective Essay: Narrative Autobiography: Narrative	Position Paper	Informative Research Report Literary Research	Argumentative essay
Texts	“The Moustache” by Robert Cormier (Conflict) [pg. 8] “Two Kinds” by Amy Tan (Protagonist/Antagonist) [pg. 36] “Skins” by Joseph Bruchac (Character and Theme) [pg. 68] “ <u>Catcher in the Rye</u> ” by J.D. Salinger “A Lamb to the Slaughter” by Roald Dahl	“Amigo Brothers” by Piri Thomas (Language) [pg.234] “My Brother’s Keeper” by Jay Bennett (Rhyme pattern) [pg.262] “The Hand Fatima” by Elsa Marston (Tone) [pg. 294] “ <u>Conscience of the Court</u> ” by <u>Zora Neale Hurston</u> “The house on Mango Street” by Sandra Cisneros <i>The Joy Luck Club</i> by Amy Tan	“Silent Language” by Dr. Bruce Perry & Charlotte Latvala (Problem/Solution) [pg. 363] “Face Facts” by Mary Duenwald (Cause/Effect) [pg.350]	“Of Mice and Men” by John Steinbeck
Language Focus		Present, past, future tense Subject and object pronouns	How do we research? What is communication? What is language?	

Quarter 2
Stage 3 - Learning Activities

<p>Introduction to the unit: In this unit we will be answering the question, What tests a person's loyalty?</p>	<p>The type of texts we will cover over the next 9 weeks will be: Short stories</p>	<p>The concepts we will cover will be: Language Patterns Rhyme Tone</p>	<p>Pre-lesson:</p>	<p>We will be covering some grammar skills through the activities and texts we read.</p>
Concepts	Texts	Bricks	Activities	Assessments
<p>Style Analyze language Tone</p>	<p>“Amigo Brothers” by Piri Thomas (Language) [pg.234]</p> <p>“My Brother’s Keeper” by Jay Bennett (Rhyme pattern) [pg.262]</p> <p>“The Hand Fatima” by Elsa Marston (Tone) [pg. 294]</p> <p>“<u>Conscience of the Court</u>” by <u>Zora Neale Hurston</u></p> <p>“<u>The house on Mango Street</u>” by Sandra Cisneros</p> <p><i>The Joy Luck Club</i> by Amy Tan</p>	<p>Language Patterns Rhyme Tone</p>		

Week 1	“Amigo Brothers” by Piri Thomas (Language) [pg.234]	Language Patterns Rhyme Tone	After students take their pre-assessment, they will be introduced to the concept of language and read “Amigo Brothers” by Piri Thomas	Pre-assessment (beginning of the week) “Amigo Brothers” literary terms
Week 2	“My Brother’s Keeper” by Jay Bennett (sentence structure) [pg.262] “ <u>Human Family</u> ” by Maya Angelou	Language Patterns Rhyme Tone	Introduction to pattern and rhyme Read “My Brother’s Keeper” by Jay Bennett Read “Human Family”. Analyze rhyme and rhyme pattern.	“My Brother’s Keeper” 5ws “Human Family” graphic organizer
Week 3	“The Hand Fatima” by Elsa Marston (Tone) [pg. 294]	Language Patterns Rhyme Tone	Introduction to tone Read “The Hand Fatima” by Elsa Marston	“The Hand Fatima” 5ws
Week 4		Language Patterns Rhyme Tone Loyalty Facts Argument Issue	Review on the concepts Introduction to loyalty: What is loyalty and how does it connect to our EQ? What are facts?	Kahoot on concepts covered (beginning of the week) KWL chart(s)

		Position	What is an argument? What is a position? What is an issue?	
Week 5	<p>“<u>Conscience of the Court</u>” by <u>Zora Neale Hurston</u></p> <p>A maid, Laura Kimble, is on trial for beating a white man, Clement Beasley. He went to the house of her employer, Mrs. Clairborne, to collect on a loan. Beasley says that when he found her absent and saw the maid packing up the silver he thought Mrs. Clairborne had left town and was sending for her things – things she had put up as collateral for the loan. When he tried to take the furniture, Laura assaulted him.</p>	Position Loyalty Tone Facts Argument Issue	<p>Who was Zora Neale Hurston?</p> <p>What was the setting for her writings?</p> <p>Read “Conscience of the Court”</p>	<p>“Conscience of the Court” 5ws</p> <p>Interim Assessment (end of week)</p>
Week 6	<p>“The house on Mango Street” by Sandra Cisneros Or “The Joy Luck Club” by Amy Tan</p> <p><u>Readings</u></p>	Position Loyalty Facts Issue Citizen Citizenship Country Immigration	<p>What is immigration?</p> <p>Can immigration tests one’s loyalty?</p> <p>Students will choose one of the two texts and begin reading</p>	<p>KWL chart on immigration</p> <p>“The house on Mango Street” 5ws Or “The Joy Luck Club” 5ws</p>

		Immigrant Rights Responsibilities Role Entitlement Obligation		
Week 7	“The house on Mango Street” by Sandra Cisneros Or “The Joy Luck Club” by Amy Tan	Position Facts Issue Citizen Citizenship Country Immigration Immigrant Rights Responsibilities Role Entitlement Obligation	Students will continue reading	“The house on Mango Street” 5ws Or “The Joy Luck Club” 5ws
Week 8	“The house on Mango Street” by Sandra Cisneros Or “The Joy Luck Club” by Amy Tan	Position Loyalty Facts Argument Issue Immigration	Students will finish reading.	“The house on Mango Street” 5ws Or “The Joy Luck Club” 5ws

<p>Week 9</p>	<p>“The house on Mango Street” by Sandra Cisneros Or “The Joy Luck Club” by Amy Tan</p>	<p>Position Loyalty Facts Argument Issue Citizen Citizenship Country Immigration Immigrant Rights Responsibilities Role Entitlement Obligation</p>	<p>Introduction to post assessment: outline and expectations</p> <p>[The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rationale for that position. The position paper is based on facts that provide a solid foundation for your argument.]</p>	<p>Post Assessment Due</p>
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<p>Quarter 2 Stage 2 - Assessment Evidence</p>
<p><u>Pre-Assessment:</u> Students will be assessed on their prior knowledge of style, language and tone in various contexts, not just literary.</p> <p><u>Interim Assessment:</u> students will write a paragraph or an essay explaining their position on an issue that is related to one of the texts. Students will need to present the issue, their position on said issue and their rationale on their position. <u>Rubric</u> and <u>Template</u></p> <p><u>Post Assessment:</u> students will write an essay explaining their position on an issue related to loyalty of citizenship (home country vs USA). Students will need to present and describe the issue, their position on said issue and their rationale on their position. Students’ papers should present facts that provide a solid foundation for their argument. <u>Rubric</u></p> <p><u>Q2 Final:</u> Students will be broken up into teams and pairs. Students will debate the importance of loyalty of citizenship (e.g. their home country vs USA). Students will be graded on six categories: delivery, courtesy, appropriate tone, organization, logic, support.</p>

Quarter 2 Stage 1 - Desired Results			
ELP Standard	Level 2 =====>	Level 3 =====>	Level 4
ELP .9-12.1 An ELL can Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Use an emerging set of strategies to: <ul style="list-style-type: none"> Identify the main topic Retell a few key details in oral presentations and simple oral and written texts 	Use a developing set of strategies to: <ul style="list-style-type: none"> Determine the central idea or theme in oral presentations and written texts Explain how the theme is developed by specific details in the texts Summarize part of the text. 	Use an increasing range of strategies to: <ul style="list-style-type: none"> Determine two central ideas or themes in oral presentations and written texts Analyze the development of the themes/ideas Cite specific details and evidence from the texts to support the analysis Summarize a simple text.
ELP .9-12.2 An ELL can Participate in grade-appropriate oral and written exchanges of information, ideas, and analysis, responding to peer, audience, or reader comments and questions	<ul style="list-style-type: none"> Participate in short conversational and written exchanges on familiar topics and texts Present information and ideas Respond to simple questions and wh-questions 	<ul style="list-style-type: none"> Participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues Build on the ideas of others Express his or her own ideas Ask and answer relevant questions Add relevant questions Add relevant information and evidence Restate some of the key ideas expressed. 	<ul style="list-style-type: none"> Participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues Build on the ideas of others Express his or her own ideas clearly Support points with specific and relevant evidence Ask and answer questions to clarify ideas and conclusions Summarize the key points
ELP .9-12.3 An ELL can Speak and write about grade-appropriate complex literary and informational texts and topics	With support (including modeled sentences), <ul style="list-style-type: none"> Deliver short oral presentations Compose written narratives or informational texts <p>About familiar texts, topics, experiences, or events.</p>	With support (including modeled sentences), <ul style="list-style-type: none"> Deliver short oral presentations Compose written informational texts Develop the topic with some relevant details, concepts, examples, and information Integrate graphics or multimedia when useful <p>About familiar texts, topics, or events.</p>	<ul style="list-style-type: none"> Deliver oral presentations Compose written informational texts Develop the topic with some relevant details, concepts, examples, and information Integrate graphics or multimedia when useful <p>About a variety of texts, topics, or events.</p>
ELP .9-12.4 An ELL can Construct grade-appropriate oral and written claims and support them with reasoning and evidence	<ul style="list-style-type: none"> Construct a claim about familiar topics Introduce the topic Give reason to support the claim Provide a concluding statement 	<ul style="list-style-type: none"> Construct a claim about familiar topics Introduce the topic Provide sufficient reasons or facts to support the claim Provide a concluding statement 	<ul style="list-style-type: none"> Construct a claim about a variety of topics Introduce the topic Provide logically ordered reasons or facts that effectively support the claim Provide a concluding statement
ELP .9-12.5 An ELL can	<ul style="list-style-type: none"> Gather information from provided print and digital sources Summarize data and information. 	<ul style="list-style-type: none"> Carry out short research projects to answer a question. Gather information from multiple provided print 	<ul style="list-style-type: none"> Carry out both short and more sustained research projects to answer a question. Gather and synthesize information from multiple print

<p>Conduct research and evaluate and communicate findings to answer questions or solve problems</p>		<p>and digital sources</p> <ul style="list-style-type: none"> ● Evaluate the reliability of each source ● Paraphrase key information in a short written or oral report ● Include illustrations, diagram, or other graphics ● Provide a list of sources. 	<p>and digital sources</p> <ul style="list-style-type: none"> ● Use search terms effectively ● Evaluate the reliability of each source ● Integrate information into an organized oral or written report ● Cite sources appropriately.
<p>ELP .9-12.8 An ELL can Determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p>Using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> ● Determine the meaning of frequently occurring words, phrase, and expressions <p>In texts about familiar topics, experiences, or events.</p>	<p>Using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and root words),</p> <ul style="list-style-type: none"> ● Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>In texts about familiar topics, experiences, or events.</p>	<p>Using context, increasingly complex visual aids, reference materials, and an increasingly knowledge of English morphology</p> <ul style="list-style-type: none"> ● Determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>In texts about familiar topics, experiences, or events.</p>
<p>ELP .9-12.9 An ELL can Create clear and coherent grade-appropriate speech and text</p>	<p>With support (including modeled sentences)</p> <ul style="list-style-type: none"> ● Recount a short sequence of events in order, and ● Introduce an informational topic ● Provide one or two facts about the topic ● Use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) <p>With emerging control</p>	<ul style="list-style-type: none"> ● Recount a short sequence of events, with a beginning, middle and end ● Introduce and develop an informational topic with facts and details ● Use common transitional words and phrases to connect event, ideas, and opinions (e.g. <i>after a while, for example, as a result</i>) ● Provide a conclusion <p>With developing control.</p>	<ul style="list-style-type: none"> ● Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure ● Introduce and develop an informational topic with facts, details, and evidence ● Use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas ● Provide a concluding section or statement <p>With increasingly independent control.</p>
<p>ELP .9-12.10 An ELL can Make accurate use of standard English to communicate in grade-appropriate speech and writing</p>	<p>With support (including modeled sentences),</p> <ul style="list-style-type: none"> ● Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions ● Produce simple and compound sentences. 	<p>With support (including modeled sentences),</p> <ul style="list-style-type: none"> ● Use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) ● Use simple clauses (e.g., independent, dependent, relative, adverbial) ● Produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> ● Use increasingly complex phrases (e.g., noun, verb, adjective, adverbial, participial, prepositional, and absolute) ● Use increasingly complex clauses ● Produce and expand simple, compound, and complex sentences.