

UNDERSTANDING MARGINALIZED STUDENTS' IDENTITIES WORK AND THEIR LEARNING EXPERIENCES IN ENGLISH LANGUAGE ARTS CLASSROOMS



ABSTRACT

STUDENTS ARE AFFECTED BY THEIR SOCIAL BACKGROUND, ETHNIC, GEOGRAPHIC AND CULTURAL ORIGIN, LANGUAGES SPOKEN, GENDER, SEXUALITY, RELIGION, ETC. RISO AFFECTING STUDENTS ARE THE MORE GENERAL SOCIAL-POLITICAL TRANSFORMATIONS (GLOBALIZATION, MIGRATION, CHANGING LABOR MARKETS, ETC.) WHEREAS A LOT OF THE SOCIAL SCIENCE LITERATURE IN EDUCATION HAS VIEWED THESE ASPECTS OF STUDENT IDENTITY AND DIVERSITY AS SEPARATE FROM EACH OTHER, I AIM TO UNDERSTAND HOW THESE FACTORS IMPACT ON STUDENT IDENTITIES-WORK AT INTERSECTIONS, ESPECIALLY IN ENGLISH LANGUAGE ARTS (ELG) CLASSROOMS. IN THE REFERENCED PILOT STUDY, I USE POSITIONING THEORY TO ANALYZE THE DISCURSIVE INCENTS AND LITERACY LEARNING IN TEXAS. BY ANALYZING STUDENTS' INTERACTIONS, I BEGIN TO GAIN AN UNDERSTANDING OF STUDENT AGENTIC MOVEMENTS AND THE MARGINADIZING FORCES (E.G. BARRIERS) THAT STRENGTHEN OR DIMINISH A STUDENT'S RESPONSE TO LEARNING.

KEYWORDS: IDENTITIES • ENGLISH CLASSROOMS • POSITIONING THEORY • MARGINALIZATION

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FINDINGS

- MOST STUDENTS' IDENTITIES WERE COMPOSED OF CHARACTERISTICS OF PERSONALITY
- STUDENTS NEED AUTONOMY IN DECISION-MAKING TO BE HIGHLY SUCCESSFUL
- TEACHERS WHO POSITION AS AUTHORITY FIGURE ARE OFTEN UNAWARE OF THEIR RE-POSITIONING
- CALLING TEACHERS' ATTENTION TO POSITIONING = CREATION OF STUDENT AGENTIC MOVEMENT
- MORE DISCURSIVE INSTANCES THAT REMAINED UNCHRILENGED BY THE TEACHER LED TO SELF-IDENTIFYING AS "GOOD AT ENGLISH" EVEN WHEN SCORED ASSIGNMENTS REFLECTED OPPOSITE
- STUDENTS WHOSE POSITIONS OF 'CORRECT' KNOWLEDGE WERE UNCHALLENGED BY THEIR PEERS SCORED AS LES Merthic than those whose positions of 'correct' knowledge were challenged at least five times of More within the werk ions into te stude

POSITIONING THEORY

"A FUNDAMENTAL WAY IN WHICH CULTURES DIFFER IS IN THE TAKEN-FOR-GRANTED SYSTEMS OF RIGHTS AND DUTIES IMPLICIT IN THE WAY LIVED STORYLINES UNFOLD IN EVERYDRY SOCIAL EPISODES. POSITIONING THEORY DEVELOPED AS A METHOD OF [DISCURSIVE] ANALYSIS AIMED AT REVERLING THE STORYLINES AND IMPLICIT [SOMETIMES EXPLICIT] ASCRIPTIONS AND RESISTANCES TO ASCRIPTIONS OF RIGHTS AND DUTIES TO PERFORM ACTIONS EXPRESSING SOCIAL ACTS APPROPRIATE TO THE SITUATIONS RECOGNIZED BY PARTICIPANTS IN A STRIP OF LIFE." [HARRÉ 2012]

POSITION

SPEECH RNO
OTHER RCIS
(HRREÉ RNO VAN LANGENHOVE, 1939)

FIGURE 2 ECCONTIGUERO AFLATTON-HIPS AYONG COMMUNICATION ACIS POSITIONING FORMATS DISCOURSE CHOICES

DISCOURSE CHOICES INITIATE, MAINTAIN AND NEGOTIATE POSITIONING (HERBEL-EISENMANN ET AL., 2015, P. 19

BEOWULF IN STREET OF THE STREE

RESEARCH QUESTIONS

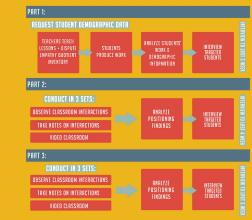
1. WHAT ENHANCES OR DIMINISHES CLASSROOM LEARNING EXPERIENCES FOR MARGINALIZED STUDENTS?

2. WHEN STUDENTS ARE POSITIONED DIFFERENTLY THAN THEY ARE TYPICALLY POSITIONED IN THEIR communities outside of the learning environment or by themselves, how is the learning experience affected?

3. WHAT, IF ANY, ASPECTS OF STUDENTS' IDENTITIES ACT AS A MARGINALIZING FORCE?

METHODS & AIMS

I CONDUCTED MULTI-MODAL, QUALITATIVE RESEARCH IN 2 UPPER-SECONDARY (SENIOR CLASSROOMS) AT A HIGH SCHOOL IN TEXAS AS A PILOT STUDY PRIOR TO MY DISSERTATION RESEARCH; I MIMED TO UNDERSTRAIN THE IMPACT THAT STUDENTS' STUDENTS' IDENTITIES HAVE ON THEIR LEARNING, ADDITIONALLY, I RIMBE TO UNDERSTRAIN THE IMPACT THAT STUDENTS' LEARNING HAS ON THEIR DENTITIES FORMATION. SPECIFICALLY, I FIRST DESIGNED A WEEKLONG CLASSROOM UNIT OF LESSONS TO FRAME STUDENTS' THINKING AROUND CHARRCTER (I.E. CHARRCTER IDENTITIES) DEVELOPMENT, ENSURING I WOULD HAVE MULTIPLE MODES OF INTERACTION. AFTER THE NORMAL CLASSROOM TERCHERS' DELIVERY OF THE LESSON, I CONDUCTED IN-PERSON DOSERVATIONS OF TWO SEPRARTE TERCHERS' CLASSROOMS OVER THREE CLASS PERIODS. THEN, COLLECTED CROSS-SECTIONAL SURVEYS AND EVALUATED STUDENTS' CLASSROOMS OVER THREE CLASS PERIODS. THEN, COLLECTED CROSS-SECTIONAL SURVEYS AND EVALUATED STUDENTS' CONSUMERY OF THE LESSON, I COLDECTIVE OF THE PROJECT. USING POSTITIONING THEORY, I RETURNED TO STUDENTS' DISCURSIVE EVENTS THAT I HAD RECORDED DURING MY OBSERVATIONS IN AN ATTEMPT TO UNDERSTAND POSITIONING OF STUDENTS' RITEMPTS AT AGENTIC EXCHANGES IN TERCHER-TO-STUDENT DISCUSSIVE EVENTS. HAVE NOT THE REPORT OF THE PROJECT OF THE PROJECT



CONCLUSION

THE UNITED STATES OF AMERICA, AT THE MOMENT, IS FILLED WITH CONTENTION. FROM THE #METOD MOVEMENT TO THE
#BLACKLIVESMATTER CRAPPIGN, ACROSS THE COUNTRY, PEOPLE ARE SPERKING OUT AND THEY ARE SAYING WE ARE TIRED OF THE
MARGINALIZATION AND EOPPRESSION MARY IN SEPARA FOR THE POET, SHAP, IMP A POET OF ADVOCACY, A POET WHO SPERKS FOR
THOSE WHO HAVEN'T HAD AN OPPORTUNITY TO SPEAK FOR THEMSELYES." THROUGH MY WORK, I HOPE TO ECHO THIS SENTIMENT BY
SHEEDING LIGHT ON HOW THE INTERSECTIONAL LIGHTITIES OF STUDENTS ARE CORRESTIVEDED AND HOW THEY IMPACT ON STUDENTS'
LEARNING BOTH POSITIVELY AND MEGATIVELY LEAVING IDENTITY POLITICS WHERE THEY LIE IN THE PUBLIC SPHERE ALLOWED ME TO
CAPTURE THE MULTIFACTED EXPERIENCE OF LEARNERS IN THEIR ENVIRONMENT