Using Positioning Theory to Understand Marginalized Students' Identities Work and Their Learning Experiences in English Language Arts Classrooms



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Author's Note:

This thesis is submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Education.

Michaelmas Term 2020

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Editorial Note:

As a challenge to myself, I attempted to write this thesis using standard British spellings in lieu of American variants; it is Oxford, after all. All typographical errors and accidental Americanisms are my own.

Abstract

There are various dimensions of diversity that affect the learning experience of students. These might include aspects such as social background, ethnic and cultural origin, languages spoken, perceived learning ability, physical abilities, gender, sexuality, religion, and race. These work in dynamic ways and are influenced by both spatial and temporal social factors akin to general social transformations like globalization, migration, changing labour markets, and so forth. Whereas a lot of the social science literature in education has viewed these aspects of student identity and diversity as separate from each other, this qualitative, multi-modal study examines how these factors work intersectionally. As 16, 17, and 18-year-olds answer the question of who they are and explore the formative role that the learning environment—such as conversations they engage in and the texts they read—plays in identities development, this study uses a Discourse Analysis approach drawing upon Positioning Theory and Critical Incident Technique to analyse the discursive events around different social contexts across four Texas upper-secondary English Language Arts (ELA) classrooms. By analysing students' dialogic interactions with their peers and their teacher, an interpretation of the agentic moves students make develops. The way in which these agentic actions affect learning experiences and the marginalizing forces that strengthen or diminish a student's learning outcome also emerge. In thinking about how to treat students' voices honourably, while reflexively focusing on my own positionality in relation to ethics, this study makes a positive contribution to both culturally responsive teaching and the field of education research.

Keywords: identit*, marginalized students, Positioning Theory, culturally responsive teaching, English language arts classrooms

Dedication

My mom, Valerie Riser, is the most amazing person I have ever known. She is always quick to say that in her raising my brother, sister, and me that she was not perfect but instead did the best she could, relying on the village to help raise us; however, from my viewpoint, I could not have asked for a better, more perfect mother. Thank you for the encouragement, guidance, and support throughout my life and especially during my sojourn to the University of Oxford (to include the daily phone calls from Texas to England). Your teaching me that "if you set your mind to it, you can achieve it" brought us both beyond our wildest dreams as we traversed the U.K. and Western Europe together in the off-periods from school. I wouldn't trade those experiences for anything in the world. Because my words will never be able to express how much you mean to me, I offer the act of dedicating this labour of love to you.

When I was 8 years old, in the 4th grade, my teacher Mrs. Paula McCain was so moved by a piece of my writing that she cried; she asked me then if I would one day dedicate my first book to her. Thank you for introducing me to the power of words. Mrs. McCain, this is the closest I've gotten so far, so this is for you.

Lastly, I dedicate this thesis to all those who come after me. First, to my cousin Kayleigh Foiles—as William Shakespeare taught us: the world is your oyster; follow your passion. I'm here if you need me. Second, to my godchildren Addie Boeck and Henry Boeck, your snuggles and play time have meant the world to me; one day, it'll be y'all's turn to write your doctorates, unless you don't want to and then that's okay too. Just remember, I'm always here to support you in whatever your hearts desire. Third, to all of my prospective students and to the children of friends and family yet to enrich my life, you are capable of more than you know, so let this work serve as a reminder that there are wonderous things out there for you (as Oxford has been for me); I can't wait to help you in whatever capacity I can.

Acknowledgements

Dr Velda Elliott, Dr Jenni Ingram, and Dr Jason Todd, your supervision has left an indelible mark on my life. Your laughter, cups of tea, chocolates, smiles, and tough but fair commentary lifted me up when the English skies were grey and I was down, thinking I might not make it through. Velda and Jenni, from the moment I met you both in my interview, I knew I belonged. Jenni, your patience and willingness to rehash concepts—especially at odd hours when time differences worked against us—to help me understand/learn made all the difference in my education at Oxford. Velda, your prepared alacrity amidst two pregnancies to assist in the formulation of this thesis has been astounding. And Jason, what a bonus your words of encouragement and conceptual awareness of identities have been! You three are unique and wonderful gifts. Thank you for everything.

Todd Riser and Abbie Riser Collins, you are the best brother and sister. Thank you for your love and for helping to make Oxford a reality for me. As I expressed to mom in the dedication, words will never be enough to convey how much y'all mean to me. And to my sister's husband Chase, thank you for agreeing to let me quarantine in y'all's home at the start of the pandemic. To the rest of my family, especially Aunt Deno (Denise Budlong) and Tami (Tamra Budlong), y'all are as much a part of my identities' formation as everyone else; I'm grateful to have each of you on this life-journey.

Alice Tawell, the sleepovers, the libations at Raoul's, the tapas, the storage space, your family, the wagon-pulling through Oxford's streets, the vacation in Portugal, the academic assistance, the never-ending giggling fun, and all the rest of our silly shenanigans… my eyes tear up and my throat feels tight at the thought of leaving behind the beautiful memories we created. Our friendship will traverse time and space, I'm aware, but I want you to know that I most certainly would not have made it this far without you. Thank you for your friendship in the City of Dreaming Spires.

Ciara Hurley, from the day I moved into Worcester College accommodation, your presence across the hall was a great comfort. Thank you for the weekly brunches at Skogen, the walks through University Parks, the laughter, the Cosmopolitan and ASOS magazines, and the hugs. Your friendship was the salve to homesickness more often than you knew. I can't wait to see all that we become.

Urška Košir, that serendipitous day I met you in our French class at the Oxford Language Centre off of Woodstock Rd. will be with me jusqu'à la fin des temps—*oui oui*. Our adventures in Sweden were thrilling and you've enriched my life and my academic work time and again. Always remember that your čmrlj loves you.

Kelsey Inouye, you're a precious gem! I wish we had spent more time together in the early days, but I'm so glad we found our friendship before it all ended. You push me to be a better academic. Both the time I ran into you in Toronto, Canada and the time your husband Chris drove us to Stratford-upon-Avon to tour Shakespeare's hometown are two special moments among many that I will cherish forever.

Elizabeth Smith and Emma Standhaft, knowing that I could rely on you for warm smiles, kind hugs, and cake with 'angelic' music playing in the Worcester College Academic Office fills my heart with joy. Your silliness and happiness were always infectious; thank you, my friends. To

the College Porters, Beverly and Craig, many times you went above the call of duty and I will be forever indebted to you both.

Nicole Dingwall, your hugs were the best and your invitations to work in the Radcliffe Camera and the Duke Humphrey's Reading Room in the Bodleian Library were always well-timed. Our impromptu mid-day chats in your Garden Building Office were always a boon, too. Thank you!

Mariah Kilbourne and Brianna Perez Cromartie, my soulmates, thank you for checking in daily from Texas despite the time difference. There are too many recollections to list here, so instead, I'll say that without your love and friendship, I wouldn't be where I am today.

Erika Melero, I'm beholden to your kindness, your spirit, your style, and your friendship. Championing me, as you've always done, has made me dream bigger. Without your love and the love from your family, I would not have produced this academic feat. Oh, and thank you for the drive-by margaritas and cookies while shielding from COVID-19!

Lisa Caldera, your thoughts and ideas have always inspired me. Your willingness to offer remarks on this work are almost as important as your friendship, which most certainly makes the poets swoon. Now, we both get to live in the Bodleian Library forever.

Blythe and Kevin Boeck, your tolerating my social media obsessions and eclectic musical taste while offering your swimming pool to me was life-giving when I needed to get away from the DPhil. You are both more generous than I deserve; thank you for being in my life. Bobby & Blossom Stobb, thank you for lending me the Pontiac car to crisscross the city as needed.

Angelina Feliz Castellanos Rocha, you've saved my life time and again. Thank you for being you and for helping me to figure out who I am. Moreover, thank you for sharing your family with me. This work is a tribute to our lives together from grade school through now.

Jennifer Everett, your open door in high school and our early morning talks before the first class period began helped to shape me into the man I am today. Over the years, your checking in on me and your encouragement of me has pushed me to grow. Thank you for being an exemplary teacher.

Dr. Maria Avalos, BOLAY! You opened your home to me and made me a part of your family. You've shown me that people in academia could be fun. Your mentorship and friendship are indispensable, and they will always be invaluable to me.

Dr. Eduardo Torres, thank you for letting me stay in Houston on the long vacations when I was back stateside and needed to get away from San Antonio. I promise I'll make it to Puerto Vallarta, México soon.

Rebecca Robinson, our friendship is always a respite when I am weary. Thank you for being my literary sounding-board and for always making space for me whenever I needed it. I would be lost in the sea of my ideas without your guiding, grounded light.

Dr. Rocío Ocón-Garrido, your mentorship and guidance at Texas Lutheran University was what led me to study abroad in Granada, Spain and the reason I felt brave enough to apply to Oxford all these years later. Your friendship means the world to me.

Madeleine Mendez and Gregory Hilbig, you both represent the highest values of friendship—thank you for everything.

Jamie Rich, quite literally, I wouldn't have made it to Oxford without your letter of recommendation. Once here, your friendship and assistance sustained my spirit and this work in more ways than one. I'm so happy I get to be your friend.

Cynthia Rubio, Carolyn Lockamy, Rachel Vasquez, Laura Lopez, Renae Pedroza, Amabel Lopez, Marla Stiefvater, Roger Kramer, Heather Machingo, Rachael Bartley, Rose Garcia, Javier Cavazos, Katherine Goodloe, Dr. Monica Ruiz-Mills, Cynthia Boeck, Dr. Bobbie Turnbo, Griselda Gentry, Natasha Christian, Kathy Schaub, Sarah Chandler, Cindy Bass, Denise Hernandez, Heather Hernandez, Gilbert Hernandez, Sylvia Hernandez, Sarah Seddighzadeh, Erika Waller, Yvonne Babb, Kara Epstein, and Nancy Richter, thank you all for being sources of support as only each of you could be.

Garry Hardcastle, thank you for opening doors for me, which previously had been closed. My ability to take sabbaticals and return is in large part thanks to you. More than that, though, thank you for your guidance, for your support, and for your friendship. "Cheers!"

To all of my former students who have cheered me on, who were a part of this work, and/or who have kept in contact over the years, thank you for making my career into my passion. Johnny Amar-Martinez, David Chavez-Grant, Brenda Ramirez, and Felicia Quintanilla, you are each very special to me and I can't imagine being here without y'all's friendship.

To the Texas Lutheran University community that awakened my love of learning and to the St. Mary's University in San Antonio, Texas—Graduate School English Department that strengthened my ability to engage critically with ideas, thank you.

Finally, to the Melendez Mexican Restaurant staff (especialmente Monica, Linda, Yuri, Rayo, e Isela) in San Antonio, Texas, thank you for your contribution to both the community and this doctorate; su comida y hospitalidad siempre fue el sustento y el apoyo edificante que yo necesitaba. Todos ustedes son parte de mi identidad tanto como cualquier otro aspecto de mi vida. Por lo tanto, un mil gracias y también un abrazote enorme.

Chapter 1 – Introduction

Scope

The first human sense to develop for babies in the womb is that of touch (Morgan, 2017). From the moment we are born, we enter the world seeking input of all that is around us. Over time, we interact through all of our senses and are eventually taught the names of things: learning to label and categorise according to the people who raise us. This sense-making becomes part of an interconnected, increasingly complicated web of experiences that directly impact on who we become. Both the sciences and the humanities generally agree that identity is constantly developing. The film and television director Joss Whedon explains that "Identity is something that you are constantly earning. It is a process that you must be active in" (2013). Developed in relationship to other people, who we become is often a surprise. "The truth is, most of us discover where we are headed when we arrive" (1990), quipped Bill Watterson, the creator of the comic strip *Calvin and Hobbes*. To aid in the search for meaning, families and communities work in tandem to nurture the growth of individuals, especially through adolescence. School systems, as part of this network, work to educate young people and to cultivate well-round individuals capable of collaboration and critical thinking.

English Language Arts (ELA), or English Language Arts and Reading (ELAR) classes as they are often called, are an integral part of schooling for US students, appearing every year from kindergarten to 12th grade as part of a required curriculum in most schools. For this reason and because of the potential impact on the future of our world, it is essential to understand how students' identities, and therefore lives, are shaped by the learning experiences that take place in these language and literacy spaces.

Background and Context

As a public school educator, I have watched my students 'become' for many years. Like caterpillars turning into butterflies, the metamorphosis of students over time in a variety of

contexts is quite remarkable. At the deepest root of my teaching philosophy, which I expand on later, I believe that every child has the right to an education. While the debate on what that education entails seems endless, in my capacity as a teacher, I recognise that perhaps more importantly than content, there is deep, meaningful significance in the interpersonal relationships I cultivate with the learners in my classroom. Wanting to encourage and promote the development of all students through diverse contexts and interactions, I am concerned as a global citizen and as a researcher-practitioner in how best I can facilitate an equitable and equality-minded experience in the classroom. I firmly trust in the belief that diversity makes us stronger. Also, I am interested in the learning experiences of marginalized students in the ELAR classroom because consistently these are the students who are outperformed by their mainstream, non-marginalized peers as I will discuss in the chapters below. Removing this disparity should be the prime importance of any educational system that claims to be a great equalizer of opportunity.

To better understand how marginalization worked in the classroom setting, I designed an investigative study that looked for relationships, patterns, contexts, and themes in both the discussions that take place in ELAR classrooms and observed behaviour among participants. This study is important for two reasons. First, by capturing the words and narratives of students toward the end of their studies and who are capable of the reflexive processing being asked of them, educators will be provided with rich data, which can shift their enacted teaching practices and their shaping of the curriculum to meet the needs of more students. Second, by identifying the labels that are placed on students by themselves and others, we can begin to understand how this affects students' identities and their learning so that we may offer an educationally fair and socially just environment to everyone.

Aim of the Study

The central aim of this study is to create a portrayal of students' experiences, through their own voices and especially those who are marginalized, in the secondary English Language Arts and Reading classroom. This is achieved through detailed descriptions of what took place in the classroom, to include direct transcriptions of interaction. The depiction and analysis of the discourse immediately follow the transcripts, which focus first on teacher-to-student interactions and then on student-to-student interactions before looking at the curriculum as a communicative factor. In other words, this thesis begins to respond to the enquiry of what types of dialogic interaction encourage and sustain students' development of identities.

Discourse analysis is adopted as the approach to examine classrooms as dynamic spaces that can develop students' learning and their concepts of the self and of others. The levels of dialogic interaction vary, but they are all captured by way of video-camera recordings across 4 classrooms. The gathered data points are then triangulated across student demographic data, collected student work, questionnaires, and audio-recorded interviews. Though the data is relatively easy to capture in this manner so long as access is given/allowed, the process for analysis is entirely complex.

Nevertheless, the importance of this research is seen in the comparable studies that utilise similar methods, or theory, or analytical techniques to explore the areas of marginalization as they intersect with individuals' development of identities. Much of the research that is drawn upon contributes to the field of Positioning Theory, which continues to ripen as a fruitful manner that allows researchers to cognise the process of identity formation. Understanding how positioning either does or does not provide people with agentic turns at talk is assistive in perceiving the magnitude of how we become who we are.

This thesis is also significant in its impact on the teaching and the learning of English Language Arts and Reading because when considered at all levels of interaction, the identities

work produced within such levels can assist teachers in the development of students' literacy skills and students in the development of their communicative skills with others. Moreover, the research suggests that if students can learn to self-advocate through positioning, then they can avoid the pitfalls of being pushed into the marginal spaces that still festoon like spiderwebs the antiquated facets of the educational institution that requires updating.

The data used in the analysis of discourse come from 180 hours of recorded classroom interactions. The transcriptions that were created from these recordings were then subjected to the technique known as Critical Incident Theory. After following this protocol, the transcripts were then excerpted so that extracted data focused only on those who were marginalized. The analysis that followed was then combined with ideas drawn from discursive psychology to examine the discursive construction of identities and sense making in ELAR classes. As Seedhouse (1996) and Ingram (2012) argue, if we are to reveal the nature of the various kinds of activity taking place in classrooms (e.g. identities-work and learning), then a thorough analysis of the types of interaction that take place in the classroom is needed. Consequently, this thesis meticulously scrutinises the structures of linguistic patterns and the features of gestural interactions as a means for negotiating turns at engaging in the classroom.

Schematics of the Document

In chapter 2, I offer a literature review that considers the functional responsibility of language. This is achieved by clarifying various terms that are used in discourse research before highlighting interactional frameworks through patterns of discourse. Specifically, I trace the Initiation-Response-Feedback (Evaluation) framework from its origins through the idea of teacher-responsiveness as it has developed into today. Later, I consider standards/norms of classroom interaction in dialogue, which shift the focus of the classroom as a space for interaction into a space that can foster respectful engagement among all active participants. A discussion of the Cox models that frame teachers' understandings of the humanistic importance

of the ELAR classroom follows. Other pedagogical strategies (i.e. literature circles, roles for reading, prompts for engaging, rules for debating) for fostering respect in the classroom are explored. Race, gender, sexuality, and native/home-language as they each affect the study of English in teens is explored. Though the available research is not ample in the number of studies that exist, where there was relevant literature, it is surveyed in an effort to bring forth a cohesive strand to the discussion of marginalization and identity that follows.

In chapter 3, I present the theoretical perspectives that are drawn upon in this study. While outlining many of the foundational assumptions of the methodological approach adopted in this thesis, I also consider Positioning Theory as both a methodological and theoretical model. Consequently, I review literature that employs Positioning Theory for both analytical findings that stem from the theory and for the methods that are used. I offer clarification of terms used throughout the thesis in this chapter too. For example, marginalization, identities-work and identity, and agency, among others, are brought to the forefront of the conversation.

In chapter 4, I discuss the methodological approach adopted in this work. I border the chapter first with an overview before I discuss the factors that contributed to my research questions. I treat the first half of the chapter as a chance to review the methodological underpinnings of my study before I relay the methods that were used both in my pilot study and in the main study. The design, data collection and analysis procedures, instruments, and the rationale for the structure of the thesis' findings chapters are reported.

Chapter 5 contrasts to the procedural ethics ending of chapter 4 by investigating the reflexive ethics I engaged with throughout this research process. The chapter is treated as a findings chapter because in the dual role as a researcher and as a participating teacher in this thesis, there was an important aspect that emerged around treating students' voices honourably. In order to do so, this chapter became necessary because of the transparency it offered even

though many other studies of a similar nature do not. Therefore, I present the rationality for many levels of decision making that took place throughout this work.

Chapters 6, 7, and 8 each focus on a different level of contextual analysis. For example, chapter 6 is concerned with findings that were related to students' identities as they interacted with the teacher. Then, chapter 7 is concerned with findings that were related to students' identities as they interacted with their peers. Finally, chapter 8 is concerned with findings related to students' identities through English Language Arts standards. The conversations in each teacher's classroom are presented in the same order across the three chapters with the excerpts ordered by day and class period. The findings in chapter 8 emerge from standards as the main point of analysis for curriculum but draws upon unrepeated transcripts from chapters 6 and 7 too.

Chapter 9 pulls together the entire thesis by re-examining the research questions and offering a succinct summary of the findings from this work. There is, after all, much variety in classroom interaction. Despite the various approaches to discourse, there are also similarities in interaction, too. Therefore, the conclusion looks across these patterns for thematic significance. Additionally, the limitations, implications, and recommendations of this research are reiterated before offering an optimistic closing.

Whilst this work grew from my own experiences in teaching teenagers, it has developed in my practising as an educational researcher. More recently, I see another connection of this research through my newly acquired role as a coordinator in the San Antonio Independent School District, tasked with the primary responsibility of ensuring that all students—and especially those who are identified by their teachers as at-risk of not advancing in the regular curriculum model—are connected with interventions and strategies to succeed. This thesis provides an in-depth examination of the vital role that communication plays in creating a culture that is conducive for the learning of all children; therefore, it is not only interesting, but also this

work is essential as educators systematically support the academic, social, and emotional success of all their learners at all levels of the learning process.

Chapter 2 – Literature Review

Overview

This chapter works to survey the literature that has informed many aspects of this thesis while also setting the contextual parameters around the various relational ideas that underpin my work. I begin this chapter with a review of literature that examines the role of schools and classrooms in the development of students' identity formation. The literature that is examined mostly takes a macrocosmic view of the classroom, which leaves the detailed level of *how* such identity is developed to be desired. To address this question of *how*, I continue this literature review with a discussion of how language functions in classroom discourse, concentrating first on existing ambiguity in classroom talk before spotlighting those authors who have refined definitions and who have influenced the terminology applied throughout this research. The chapter continues by exploring the interactional frameworks that have arisen from work using discourse analysis. By analysing sequences of interaction and the ideas that inform them, I offer an understanding of the importance in moving beyond comfortability in a classroom and toward cultivating respectful, safe learning environments signalled through many pedagogical strategies. As much of discourse analysis work has been focused on science, mathematics, and English as a Second Language classrooms, I draw connections to the literacy/English Language Arts & Reading (ELAR) classroom when it is relevant to do so throughout this literature review.

In order to sufficiently situate myself in the classroom based literature, I review the conclusions and contributions of studies in ELAR classrooms that draw upon concepts that impact on the development of adolescent identities, where I have been able to find them. Since identities have traditionally been researched and reported along separate rather than intersectional dimensions, I review race, gender, and sexuality as their own topical paragraphs that underscore these factors as they relate to the study of English in teenagers. I close this literature review chapter by explaining where the literature has drawn connections recently

between these identity markers, and I indicate how this study joins together, fills gaps, and augments ideas of such educational debates. Lastly, where it is pertinent to do so, I offer a synthesis of germane ideas around marginalization, especially when it is explored as a concept capable of being viewed in language used during classroom discourse.

Reviewing the Role of Schools & Classrooms in the Development of Adolescent Identities

This thesis' evaluation of existing scholarship that relates to my own conceptual placement draws heavily upon Verhoeven, Poorthuis, and Volman's (2019) literature review that seeks to determine "What insights does the existing literature provide us into the role of educational processes in adolescents' personal, social, and school- and learning-related identity development?" (p. 63). Schachter and Rich (2011) and Verhoeven et al. (2019) corroborate my own interpretation that papers which discuss the "role of school in adolescents' identity [are] scattered across different academic disciplines" (p. 63)) and rely upon a multitude of theoretical perspectives. Whilst I do build upon their findings by examining identity dimensions more explicitly (as delimited and demarcated below) than they have done in their general surveying of the scholarship, it is still important for me to summarize their categorical and systematic outcomes first in order to highlight the parameters of consideration employed in my own review of the literature.

In conducting their search, Verhoeven et al. (2019) consulted "five databases that cover the disciplines of psychology, education, and the social sciences" (p. 37). To 3,599 articles that were returned following a string search for studies that included concepts around identity, they applied inclusion and exclusion criteria that narrowed the focus of the studies that included students' identity development in school through educational experiences; this returned 111 relevant compositions. They went on to categorise the remaining studies in three ways: 1) those that indicate *unintentional* aspects of school/classrooms that impact on students' identity; 2) those that indicate *intentional* aspects of school/classrooms that impact on students' identity;

and 3) those that focus on classroom climate as a conduit for impacting on student identity (Verhoeven et al., 2019, p. 55). To reiterate, the reviewed papers spanned a variety of theoretical perspectives but largely found thematic similarities in the conclusions. Though I adopt Positioning Theory in this thesis, which falls predominantly within the vein of the sociocultural theoretical perspective (i.e. the most common perspective used in identity research as it relates to the educational setting), my research is still impacted by the range of scholarship summarised in Verhoeven et al.'s (2019) review. Specifically, I identify the studies from their work that my research builds upon below so as to expand and contract answers respectively to the existing questions in the field. Furthermore, in order to respond most cogently and cohesively to such literature, I reorder (where most helpful) the studies and categorise the findings based on the configuration of my own organization: teacher-to-student interaction, student-to-student interaction, and interaction with types of curriculum.

In regard to teacher-to-student interaction, teaching strategies and teacher expectations serve as contextual groupings in Verhoeven et al.'s (2019) review. For example, Horn (2008) found that teaching strategies which encouraged students to collaborate (across the mathematics curriculum) versus in isolation led to students seeing themselves as able to learn continually instead of as not being good in general and statically in the content area. My study brings this discussion into the English/ELAR classroom and affirms similarly that collaborative environments encourage identity development. Moreover, this thesis analyses the types of collaboration through dialogue that either (and sometimes simultaneously) encourage or prohibit positive identity shifting. Many studies sought to find evidence of identity development (Clark, Badertscher, & Napp, 2013; Evnitskaya & Morton, 2011; Smagorinsky, Cook, & Reed, 2005) in the classroom, especially as such development related to opportunities for engaging collaboratively with the teacher and students' peers (Anderson, 2007; Brickhouse, Lowery, & Schultz, 2000; Carlone, 2004; DeGennaro & Brown, 2009; Lambert, 2015; Rubin, 2007).

Although these studies rightly argue for more opportunities to engage in many content areas, they talk around the pragmatics of operationalising said opportunities. Consequently, studies that examine pedagogical strategies in the school setting and classroom (as do Calabrese Barton, Kang, Tan, O'Neil, BautistaGuerra, & Brecklin, 2013; Cobb, Gresalfi, & Hodge, 2009; Cone, Buxton, Lee, & Mahotiere, 2014; Hamilton, 2002) are to some extent more beneficial in advancing fair and equitable identity change, even if it is unintentional. In highlighting these studies that look at mathematics, science, and larger school structures, I recognise the lack of pedagogical strategies that are comparable and are used in the ELAR classroom. Thus, I give a review of teaching techniques (based on real-life classrooms and theoretical scenarios) that lead to cooperative interaction in the section on "Standards/Norms of Classroom Interaction in Dialogue" below. In moving from teaching strategies to teacher expectations, Wortham (2006) and Berg (2010) found that fixed teacher expectations may inhibit students' engagement with ideas and other individuals in the classroom. Building on their work and joining Vetter (2010) in looking at English classrooms and at marginalized students' identity work (Vetter, Fairbanks, & Ariail, 2011), this thesis explores verbalised teacher expectations and moves slightly beyond the available research by illuminating how teachers' expectations as positioned in language and toward different students shape their own self-concepts. Bartlett (2007) focused on bilingual students, Fields and Enyedy (2013) focused on students in a computer programming class, and Heyd-Metzuyanim (2013) focused on mathematics students in order to explore teacher expectations as they impacted on students' understanding of curriculum further. Each found that generally the teacher is a powerful factor for students' identity development as well as hinderance. I enhance and refine these findings in chapter 6 through my methods and in my analysis protocol that moves toward specificity rather than remaining in the larger, generalisable work done here. Furthermore, while Katy Smith (2008) found that honours students needed teachers' expectations to be both desirable and meaningful in relation to these students'

perspectives if they were to significantly impact on identities, I broaden the scope to include various intersectional dimensions at multiple levels of attainment and offer a corroboration as seen in chapter 6. Despite the fact that my research did not look directly at teachers' expectations in isolation and comparatively across students of various ethnic backgrounds (as did Aschbaucher, Li, & Roth, 2010; Edwards-Groves & Murray, 2008; Johnson, Brown, Carlone, & Cuevas, 2011) or of students of different attainment levels (Landers, 2013) or of students across gender differences (Jethwani, 2015), this thesis does offer a more connected, intersectional view and interpretation of each of these demographic markers as they play out in the English classroom through both natural talk interaction and in targeted taskwork that calls attention to literacy and composition. Consequently, my work is important because it strengthens the argument that if not paid close attention to, inequities and inequality of teachers' expectations will perpetuate unfair advantages among different groups of learners.

In shifting toward an understanding of student-to-student interaction as it impacts upon identity work in the classroom, the research explored by Volman and Ten Dam (2007) and Ideland and Malberg (2012) looked at norms among peer groups. They found that "peers may deny each other access to certain identity positions through peer norms" (Verhoeven et al., 2019, p. 47). Since I explore the intricacies of classroom norms in a later section, I add to their work as it converges with linguistic turn-taking explicitly. Because no insights have been gleaned from the scholarship on how peers' interactions impact on students' self-concepts, my analysis and findings in chapter 7 become valuable contributions. After all, in this thesis, I highlight instances in which teachers and peers directly engage with students and then I triangulate students' other data to indicate how such conversational turns have informed students' understandings of themselves. In addition, Hall (2010) discovered that in an effort to protect or preserve their reputational status among their peers that marginalized students may veil their stigmatised positions. My research confirms through directly transcribed dialogue rather than observational

notes that some students are hesitant to commit to any one identity position. This notion builds on Charland's (2010) work which found that students may feel implicit restrictions on identity movement/formation that is available to them. Not all identity development in regard to peers' interactions is bad or negatively impacts on students, though. One noteworthy example is that of Marcouyeux and Fleury-Bahi's (2011) work that indicated that positive peer interactions, especially those among students of a high-status group within the school community, can lead to growth or deep, relative change among students' identity formation. The difficulty in interpreting this finding lies in the missing pragmatic reality of how this takes place. Furthermore, the tension for me rests on what obligation teachers and students either have or believe they have in ensuring such interaction. Therefore, my study attempts and in many instances does address these nuances in chapter 7.

Finally, in regard to identity formation as it intersects with types of curriculum, Verhoeven et al. (2019) surveyed explorative (in-breadth, in-depth, and reflective) frames of understanding knowledge. For example, in-breadth exploration refers to introducing students to content, form, and activities with which they have no previous experience whereas in-depth exploration refers to providing students with additional opportunities to interact with content, form, and activities with which they enjoy and/or want to learn more about. Studies that looked at in-breadth exploration (Barrett & Baker, 2012; Bruin & Ohna, 2013; Jones & Deutsch, 2013; Stapleton, 2015; Van Sluys, 2010) found that in inviting students to survey new things, they would adopt new interests and therefore would "try out new identity positions" (Verhoeven et al., 2019, p. 49). In this dissertation work, I offer that literature/narratives/reading in a complementary manner, offers students the chance to explore the moral implications of life (Ivey & Johnston, 2013) thereby also shifting identities in the ELAR classroom; this is further construed in chapters 7 and 8. In further reference to these studies that looked at in-breadth exploration, many of them worked to formulate a picture of how such exploration impacted

marginalized students. In spite of their different approaches, they seemingly agreed that in-breadth exploration provides marginalized students with the ability to re-engage with learning that has otherwise been disengaged from. This thesis takes this notion and intersects it with resiliency in positioning (described further in the next chapter) in order to advance this finding in an effort to provide rationale that drives policy in protecting these groups of students. Other important studies that impacted the analysis done in chapter 8 of this work were Mohamed's (2016) study that found that marginalized students need characters in stories that they can relate to or stories in general that are familiar to them and Verschelden's (2017) book that discusses among many other insightful details that students who are not well-read feel that they are marginalized in the language arts classroom.

In looking at in-depth exploration of ideas and content as a contributing factor of identity work/identity formation, Adams, Gupta, and Cotumaccio (2014) found that when students had previous exposure to concepts they were more apt to discuss unformulated aspects of their own identities. This becomes important in the ELAR class because students are consistently being exposed to various emotions via the humanities curriculum. Furthermore just as Farland-Smith (2012) and Hughes, Nzekwe, and Molyneaux (2013) convey "that exposing marginalized adolescents to role models might help them to challenge stereotypes that would otherwise prevent them from further exploring certain identity positions" (Verhoeven, 2019, p. 51), I exemplify a similar idea in this thesis. That is, by providing students with role models in positioning themselves as part of a conversation rather than as ancillary to it, they begin to self-advocate as they work toward confirming or reshaping how they see themselves and how others see them too. Choi (2009) indicated that when students conversed about a novel with their peers that doing so may assist them in furthering their own identity positions. This thesis extends this finding by confirming it to be true in my own work and also by emphasising the exact language used in exploring such narrative prose. In conjunction with reading, Sinai, Kaplan, and Flum

(2012) found that writing assignments that asked students to engage in a dialogue with themselves produced the result of stimulating identity development for students in Israel. I confirm similarly that there is a strong relationship between both the writing process and the emergent dialogue about such writing in Texas. Because "the role of school [and the classrooms within it] in adolescents' literacy [and composition] identity is scarce", this study meets such scarcity and also responds to an intersectional call to examine identity dimensions "such as gender and ethnic identities" (Verhoeven, 2019, p. 57) in the respective sections below and throughout the entirety of this work. The paradigmatic framework I adopt to respond to these calls to action are dependent on language and the assumptions that underpin such interaction. Therefore, I review the functional responsibility of language in the next section.

The Functional Responsibility of Language

Terminology to describe classroom talk varies widely among authors who use discourse to investigate communicative phenomena in educational settings. Furthermore, there are vacillating levels of interaction via communication between people that is signalled in the research. For example, 'discourse' and 'talk' may both be used to describe written compositions wherein students are engaged in dialogue with literature (Roeder & Gatto, 2015). Another example of 'discourse' and/or 'talk' may analyse the verbalised or spoken interactions that occur in the classroom setting (Jones & Carter, 2014). Still, the terms 'discourse' and 'talk' may refer widely to non-verbal levels of dialogic interaction (Stam & Ishino, 2011) to include gestures like eye-movement or hand signals, breaths of air like long and short sighs, or short bursts of in-taking air (Sert, 2013), the physical positioning of the body like turning toward or away from another discursive participant (Rex, Bunn, Davila, Dickinson, Ford, Gerben, Orzulak, & Thomson, 2010), and so on (Whitmore & Meyer, 2020). Within each of these examples, there is further complexity added in that the entirety of the communication act may be the focus, including contextual and other social factors (Gabryś-Barker, 2013). Sometimes, the emphasis

of ‘discourse’ or ‘talk’ in methodology and/or analysis may be placed upon the syntactical and grammatical function of such interaction (Denicolo, 2010). While fewer authors provide definitions explicitly for how they employ these terms in their writing than those researchers who do define the concepts, there are some who distinguish such difference in important ways.

James Paul Gee (1999) clarified and offered that discourse with a lowercase ‘d’ would refer to language as it was being used in the moment of interaction. Recognizing that the need to discuss the cultural practices, social routines, and establish activities that influenced lowercase discourse was prevalent, Gee (1999) went on to establish Discourse, which he delineated with a capital ‘D’. In doing so, he ascribes the name Discourse community to refer to discursive participants in any instance of communicational speech acting. These distinctions are helpful because the adopted assumption that language is socially constructed by way of how it is situated in meaning for different Discourse communities weighs heavily in the analysis of excerpted transcriptions in this thesis. In addition, this research takes these notions further through a narrowing view of contextual forces that come to bear on the relationship of individual turns at talk in English Language Arts and Reading (ELAR) classrooms and the broader cultural and corporeal contexts that especially impact on identities development in talk interaction.

Nathan Blom (2017) operationalises theoretical foundations of creative criticism to examine adolescent students’ responses to literature through a critical lens. Developing a framework to evaluate transactional processes in talk-response, Blom “illuminates the efficacy of classroom applications of creative criticism” (2017, p. 45) by arguing that if educators are to assist students in developing both their skills in ELAR curricula and as individuals in the world, then students deserve more opportunities to interact critically with texts in ways that are meaningful and relevant to them. This thesis examines students’ interactions in such critical evaluations of a literary text at the same grade level but expands Blom’s work by highlighting traditional methods of analysis as they impact on students’ identities and lives in general. In

order to account for the concept that language and discourse make up the community of practice where cognition is attained through dialogic members' engagement with shared discourse, I draw upon Sfard's (2007) conceptual understanding of this phenomenon. That is, when members of a Discourse community expand their understanding of the concepts that feature as part of the dialogue that is used in that community, then all individuals elevate understanding within the tradition being discussed. Though Sfard's work unearths the experiences of students in a mathematics classroom as far as their learning is concerned, the same theoretical and methodological view may be applied to other disciples. Trusting that a pattern exists in discourse, I expand on these understandings both here in this review of the literature and in the analysis of my data.

Patterns of Discourse as Interactional Frameworks

Discourse, especially in classrooms, follows regular patterns of socio-linguistic interaction (Sinclair & Coulthard, 1975; Ingram, 2012; Martello, 2015; Lee, 2016). Research empirically examining the linguistic actions of speakers focusing on the reciprocal nature of interchange has found that classroom discourse is often controlled and/or signalled by the teacher (Bender-Slack, 2010). One of the most common sequences of regular talk exchange is referred to as Initiation-Response-Feedback (Evaluation) (IRF/E). That is, the teacher initiates a discussion or interaction by asking a question and the student responds to the query before the teacher then offers feedback (or some other form of evaluation) (Mehan, 1979). Due to its commonality, the IRF/E dialogic concatenation preponderates studies of classroom discourse (Molinari, Mamelli, & Gnisci, 2013). There is a compositional relationship; therefore, in that there are significantly fewer studies that highlight students' sequences of interaction among each other. This study adds to the small but growing number of papers and theses/dissertations that address or are concerned with these types of student-to-student discourse (Mayer, 2009). Moreover, this study offers both the teacher-to-student interactions and the student-to-student

interactions in an effort to understand comparatively the discursive psychology—which I explain further in the methodology chapter—at work in classrooms while also exploring how curricula guides such interactional exchange, which I parse in chapter 8.

As many discourse analysts note, the IRF/E structure can impact positively or negatively on classroom discourse and subsequent interactions (Ingram, 2012). The deciding factor for such impact is dependent upon how the teacher uses the sequence of interaction (e.g. for what purpose) and what targeted level is being stimulated among students (Wells, 1993). Much research highlighting different variations of this interactional sequence has been published (Sherin, 2002; Waring, 2009; Dong, Clarke, Cao, Wang, & Seah, 2018). One noteworthy example came from analysing discourse from the IRF/E framework in a science classroom. After all, science and mathematics classrooms dominate the literature that explores IRF/E as does the literature examining learning English as a second language. Drawing on the findings from the aforementioned science classroom (Chin, 2006), my study explores similar notions of reflexivity in the classroom discourse model through a theoretical model that pays closer attention to linguistic markers (discussed further in the next chapter).

If the IRF/E model is thought of as a triad with initiation being a part, response being a part, and feedback (evaluation) being a part, then it becomes easier to classify and categorise research that relies on this structure. For example, questioning techniques used in a classroom (like Smart & Marshall, 2013; Roach, 2015; and Dunlop & de Schrijver, 2018) would be filed under the 'initiation' domain of the triad. Less work was done before the early 2000s to call attention to student responses as the second part of the triad, but those analysing such interpretative moves are emphasising knowledge expansion and rigorous comprehension among those who self-start and self-advocate (Mohr & Mohr, 2007; Jacknick, 2009; Chin & Osborne, 2010). This thesis augments these discussions by explaining the concept of self-advocation among marginalized Discourse community members. In contrast to the relatively few studies

looking at the second component of the IRF/E triad, a significant amount of attention has been paid to the third part of the triad: feedback (evaluation). This thesis is informed by such foregrounded literature.

Specifically, the focal point of Mehan's (1979) work converges on the strategies that teachers engage and implement when a student does not answer or respond in a manner consistent with the teacher's expectation. The underlying communication in such action features heavily in this thesis in chapter 6. Common methods used in the signalling of unexpected responses typically include rephrasing the question and repeating the question. The assumption students internalise when these strategies occur is the idea that their offered response was unsatisfactory and/or entirely wrong. Mehan (1979) offers the inverse of this interactional pattern, too—if a teacher moves on to a different question via a new strand of initiation, then the assumption on the students' behalf is usually that their response was the desired or expected one. Edwards, Mercer, and Open University (1987) indicated that teachers who use larger, full-body gestures to generate further response from students are using a connected form of "cued elicitation" (p. 110). Although the IRF/E model continues to be a valid form for understanding the patterns or sequences of dialogue, recent research relies upon the idea of teacher responsiveness to account for other talk interaction that follows a prototypical arrangement.

Whereas IRF/E is concerned with the microlevels of interaction, teacher responsiveness engages with the macrolevels of interaction. Mahoney and Wheeden (1999) define teacher responsiveness as "the appropriateness and promptness of the teacher's responses to the child's actions, communication and intentions" (p. 56). Responsiveness on the part of the teacher may include, but is not limited to, words of praise, words of warning, and/or words to penalize behaviour of students, which directly impacts their motivation to engage with their work and learning environment. Other ways that teacher responsiveness is concerned with analysing interaction includes understanding how teachers show enjoyment in working with a child. This

may be measured through intensity and frequency of teacher talks, the kinds and number of questions, comments, or directions offered to a student (Vasiliki, 2016) as well as disapproving markers like acts of ignoring or walking away (Pochtar & Vecchio, 2014). This level of teacher responsiveness is most commonly examined at lower grade levels in the school system. For this reason, the concept has continued to be shaped and has been further strengthened by researchers who examine secondary adolescents' development in the classroom; these researchers have coined the concept of Linguistically Responsive Teaching (LRT). Lucas and Villegas (2011) developed an LTR framework for teachers who worked specifically with multi-language learning students. The framework calls attention to two areas of focus: 1) LRT teachers should be sensitive to and aware of the reality that language, culture, and identity are interconnected, while respecting the traditions and origins of students' abilities as interlocutors of language and providing them with opportunities that engage the whole student; and 2) LRT teachers understand and employ research-based strategies that both respond to identified language demands and scaffold instruction for their multi-language learning students as they recognise students' need for support among their peers as they transfer skills from one language to the next. Because my study focuses on students of all attainment levels and who are also, sometimes, multi-language learners, I draw on these aforementioned principles of the framework for examining LRT in the analysis around such engagement in chapters 6 and 7.

Each of these mentioned patterns and their accompanying assumptions signal authority and contribute to the classroom environment. In the theoretical perspectives chapter that follows, I explore how Positioning Theory examines authority markers that I explain in the findings of this thesis to expand the ideas in the field of educational research that rely on discourse analysis. In view of the fact that what transpires in talk and other interactional feedback is largely "hidden from view" (Heritage & Sefi, 1992, p. 362), it is important to explore the norms of interaction at play in discourse because it is often "unexamined in the literature" (Copland, 2012, p. 1).

Standards/Norms of Classroom Interaction in Dialogue

Classrooms are often places of paradox. Whilst each day can include very different content and dialogue in classrooms, there may also be and quite often is predictable consistency regarding the interactions that take place. Such standards/norms of interaction help to uncover the *unspoken roles, responsibilities, or obligations* that exist in a classroom; while these terms are the language of positioning theory (discussed thoroughly in the next chapter), it is important to establish the connection to the language of norms to describe the same ideas herein as it links to research in classroom talk. Furthermore, these norms of interaction may change given the context of a lesson and sometimes do change across other classrooms within a school because each classroom is governed by its own set of normed principles. Where there is clarity and patterns, there may also be change and difference. When students are able to navigate the rules for interaction, they begin to understand the different positions (sometimes roles) that are available to them (Ideland & Malmberg, 2012). Because of various factors, some students find that their access to such positioning may be limited in ways that their peers are not (Bosser & Lindahl, 2019). Consequently, this study is concerned with investigating when and how the rules of interactional discourse (or the norms) feature as part of positioning in literacy classrooms—this is particularly reflected in chapter 8—rather than in science and mathematics classes where the literature tends to focus.

Research has consistently documented how linguistic patterns/sequences of interaction in the classroom are different from outside the school setting. Many examples of this notion in the literature around these topics include a teacher requesting behaviour either directly or indirectly or asking questions when an answer is already known (Edwards & Mercer, 1987) or expecting participation and evaluating such participation for every member in the room (English, 2009). Other literature indicates that students require the interactional structure (Lane, Givner, & Pierson, 2004; Gorlewski, 2013) and that without it, students struggle to engage (Calarco,

2014). Green and Weade (1985) found that "when a particular set of verbal and nonverbal behaviour recur over time" (p. 15) and become the expected routine, students learn to depend on these forms of interaction (Rex, et al., 2010). With interactions being ingrained at early stages of the learning environment, they are quick to develop even in the elementary/primary school classrooms and are generally unchanging once established (Patrick, Anderman, Ryan, Edelin, & Midgley, 2001). This is not to suggest, though, that the learning environment never includes change in interactional practices because in fact the opposite has been explained in that there is fluidity among interactional exchange as students gain comfortability in the learning environment (Atwood, Turnbull, & Carpendale, 2010). For this reason, this study focuses heavily on understanding how to create such comfortability and safety in English classrooms through both curriculum and through dialogic interaction as they relate to the culture of respect.

Creating and Maintaining a Culture of Respectful Engagement in the Classroom

The Greek philosopher Plato and his student Aristotle determined in the fourth century B.C.E. that that an indispensable requirement of good public education should be to educate students in the art of virtuous citizenry. This foundational idea has continued to pervade the development of individuals in society who partake in the public educational setting. For example, over a millennium later, John Locke expressed his belief in the 1600s that character and virtue should come before learning of content area subjects (Skinner, 2004). More than three centuries later and the prevalence of teaching positive character traits through schools was written into lasting legislation. Sidney, Howe, and Kirschenbaum (1978) found that the tradition of passing sets of values from parents to children was fading in effectiveness because of the rise of various types of media that create competing narratives of what is right and what is wrong; these media have only expanded as time has gone on. Trissler (2000) confirmed these notions when arguing that students are influenced heavily by many outlets of communication in regard to ideas of respect and justice. Benninga and Wynne (1998) reviewed the many ways in which

the term respect had been used in educational policy and decided that in the field of educational policy, there is typically agreement on the desirable virtues and moral qualities of habits that society wishes to instil in its populace. Graef (2000) conducted a review of policy and found that the U.S. Department of Education funded pilot character education projects across 12 U.S. states. The call for direct instruction in matters of respectful dialogue have only continued since then (Easton, 2018).

Many proponents of character education argue that "what [they] are advocating is not a specific program to be implemented but rather an environment that needs to be created where respect permeates the interaction of teachers and students" (Miller & Pedro, 2006, p. 299). Because my research was conducted in the U.S. State of Texas, it is important to review this set of values-based instruction as it works within my research site as well as how it is established in the rest of the country and in other countries throughout the world. Therefore, I offer that educational law in Texas mandates that "the State Board of Education shall integrate positive character traits into the essential knowledge and skills adopted for kindergarten through grade 12, as appropriate" (Texas Education Code, effective as of 1st September 2003, subsection 29.906). Importantly, and in line with the research literature, the law does not condone, "require, or authorize proselytizing or indoctrinating [students via] any specific religious or political belief" system (Texas Education Code, effective as of 1st September 2003, subsection 29.906). Instead, this same law explicitly mandates the following positive character traits to be developed through sound instructional models:

(1) courage;

(2) trustworthiness, including honesty, reliability, punctuality, and loyalty;

(3) integrity

(4) respect and courtesy;

(5) responsibility, including accountability, diligence, perseverance, and self-control;

(6) fairness, including justice and freedom from prejudice;

(7) caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity;

(8) good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law;

(9) school pride; and

(10) gratitude.

The practicality of teaching these virtues continues to be ambiguous, however. Previous studies of respect in the classroom have not dealt with the topic at the higher levels of schooling. This study bridges that gap because the research I conducted takes place in the second to last and last year of secondary schooling in the United States. Furthermore, researchers have not treated interactions around respect in dialogue in literacy classrooms with much detail. For this reason, it is important to understand the underlying assumptions and biases that teachers have as they relate to their rationale for the teaching of English. The key point in highlighting this literature is more than simply the legal requirement in doing so; instead, the fundamental point revolves around the importance of the implementation of these principles by teachers. To address how these principles are addressed by teachers in the ELAR classroom, it is helpful first to understand the rationale for why English teachers teach English.

Cox Models and the Importance of English Language Arts Teaching. Foregrounding this thesis in the philosophical reasoning for why the ELAR classroom is important must occur; consequently, I take up this facet of thinking in the methodology chapter of this thesis. However, the practical manner that argues for the teaching of ELAR I explain herein because of the limited but noteworthy research that has taken place to ensure that ELAR classrooms develop respectful, empathic, and communicative people. Despite being focused on England, specifically, the Cox models (DES, 1989) provide a helpful starting point for grappling with the justification for the

English content-area being taught everywhere. The following five views of what English classrooms should accomplish as offered in the Cox models have resonated with English teachers over the past three decades:

(1) A 'personal growth' view focuses on the child: it emphasises the relationship between language and learning in the individual child, and the role of literature in developing children's imaginative and aesthetic lives.

(2) A 'cross-curricular' view focuses on the school: it emphasises that all teachers have a responsibility to help children with the language demands of different subjects on the school curriculum…

(3) An 'adult needs' view focuses on communication outside the school: it emphasises the responsibility of English teachers to prepare children for the language demands of adult life, including the workplace, in a fast-changing world…

(4) A 'cultural heritage' view emphasises the responsibility of schools to lead children to an appreciation of those works of literature that have been widely regarded as amongst the finest in the language.

(5) A 'cultural analysis' view emphasises the role of English in helping children towards a critical understanding of the world and cultural environment in which they live. Children should know about the processes by which meanings are conveyed, and about the ways in which print and other media carry values. (DES/WO, 1989)

Andrew Goodwyn identifies these models as a "superficial synthesis" filled with "comforting rhetoric" because of their "disparate and even oppositional views", but he confirmed that the reaction to the final report by English teachers across Britain was "generally positive" with then-current majority opinions ranking the views (from more important to less important) as follows: Personal growth; adult needs; cross-curricular; cultural heritage; cultural analysis (Goodwyn, 1992, p.6). These views are difficult to test as targeted standards. However, they continue to

reflect the mission and values of English departments throughout the world. Inevitably, all English departments should work toward establishing the mission and vision statements for their enclaves within the school campus and my study utilises this model further in chapter 8 to explore participant teachers' thinking. The Cox models broadly support that most teachers of ELAR agree with each of the five previously identified views, but a key problem with the models is the practicality of developing each of the views within the classroom. Nevertheless, these five views of English teaching continue to feature in research (Goodwyn, 2008; Wilson, 2013; Perry, 2019; Mclean Davies, Bode, Martin, & Sawyer, 2020; Smith, 2020) that argues for a continued conceptual understanding of the English classroom as a place that develops not only students' skills in interpreting text and language through reading and writing but also which develops their skills as collaborative and respectful individuals in the world. In order to achieve such development, I offer the following strategies, which are based in research, and which overlap with the outcomes of chapter 8.

Literature Circles. One practical, broad strategy for assisting students both in the increasing of their reading comprehension ability and in their confidence as a respected member of the Discourse community is through the practice of literature circles. Literature circles are structured groupings of students in a classroom that meet with regular intervals and function as a pseudo student book club (Farinacci, 1998). McElvain (2010) discovered that when put into practise, students in literature circles over a year not only outperform their on-level peers but also increase a single grade level in a shorter amount of time by comparison to those who do not engage in the task. In addition, McElvain (2010) found that students whose reading is facilitated by the teacher in literature circles also report "higher self-efficacy, confidence and a willingness to participate in class discussions" (p. 178). This study was developed in order to build on Rosenblatt's (1995) findings that when students engage in literature circles, they discover deeper, connected meanings around the power of literature as a way of knowing. Mills and

Jennings (2011) explain that the same classroom management issues may still be at play (like students wandering off-topic, other students wishing to dominate conversation, or still other students who find it difficult to move from reading their written responses to being able to discuss their thoughts) when literature circles are used (p. 597). To abate these difficulties, other researchers offer Roles for Reading in order to provide more structure of students in a literacy classroom.

Roles for Reading. When young people are able to determine their own connections to literature in the literacy classroom as those connections relate to their world, students engage more fully in the curriculum (Kirby, 2016). Additionally, when students engage more actively, they are likely to elevate the understanding and comprehension of the text for themselves and for others as they interact with their peers. Establishing the role for reading when the context might be ambiguous should be of great importance to the literacy teacher (Morrow, 1997). The reason for establishing the role for reading is that it brings structure that might otherwise be missing for students in the literacy classroom. In various classrooms where reading is a skill that develops, students may establish their own role for reading or they may do so in conjunction with others. The Roles for Reading are similar to those established within the Literature Circle strategy. That is, there may be a discussion leader, a reactionary critic, a connector to current events, a hunter for literary devices, a summarizer of main ideas, and a lexicographer who provides clarification and insight for unusual or new words. These are typical roles, but they are not the only ones that a teacher or students may identify as needed in the literacy development process. Roles for Reading differ from standard Literature Circles in that there is a transactional concept offered through the roles. Moreover, students are expected to fulfil their roles and then to assist others (Bowen, 2005) as they weave through the various roles. In addition to fostering excitement around reading, roles for reading also create instinctive ideas about our ability to shift our identities at any given time (Jeffries, 2008). Instituting and then authenticating roles for

reading also corroborates research into respectful classrooms because when everyone has an equal role to play, no voice is left unheard (Tomlinson, Brighton, Hertberg, Callahan, Moon, Brimijoin, Conover, & Reynolds, 2003).

Prompts for Engaging. In ensuring that no voice is left unheard, there are many techniques that teachers may employ in order to facilitate such a reality. Predominantly found in the primary/elementary school setting, McElhone (2015) explains that classroom talk patterns are "notoriously resistant to change" (p. 156). Consequently, she takes a dialogic approach to classroom discourse that encourages both the teacher and the students to be respectful of one another through "academically productive talk" (p. 158) and which is based on the work of Michaels and O'Connor (2015). While McElhone utilised the strategy with young people, it was Michaels and O'Connor who utilised the strategy with teachers as a tool for engaging during professional development. Consequently, moving sentence stems/prompts for engaging into the secondary school classroom may be an important function in minimalizing or ridding altogether marginalization from the classroom (McElhone, 2012). Should teachers choose to post classroom prompts that provide guidance in how to interact at a dialogic level, the prompts should be seen as both prescriptive but also assistive and that rigid adherence to the form or structure is not necessary. In some cases (typically outside of the classroom) wherein interaction is expected by large groups of people and because of time constraints—for example in a board meeting or in procedural government forums—then such adherence may be helpful. Frameworks for doing so may include *Robert's Rules of Order* or other protocols that follow set standards for interaction.

Rules of Debating. Keller, Whittaker, and Burke (2001) presented rationale for providing students with guidelines for engaging in respectful debate in a policy classroom. Affording students rules of debating takes preparation. For example, students need to be assigned into separate groups with one group taking the "for" side of the argument topic and the other

taking the "against" side of the argument topic. Then, the teacher would need to offer rules for types of evidentiary support that may be drawn upon. Timing would need to be monitored at the preparation stage and then during the delivery stage. Finally, after the presentation of arguments from both sides, the entire class would need to cast votes either by secret ballot or by show of hands raised. In has been suggested by Keller, Whittaker, and Burke (2001) that engaging students in dialogue as to whether or not their opinion or mind was changed is a good practice. Such prearranged and demanded structure is critical in the advancement of reverential classrooms that include contentious topics. Therefore, the classroom that expects to promote students' identity formation may benefit from strategic and well-planned rules of debating (Schroeder & Ebert, 1983).

Bridging the Strategies and Ideas around Interaction

Drawing on these interconnected perspectives, much of the conversation in educational research seeks to understand the characteristics of academic knowledge and how it is constructed. Whilst other content-areas have different terminology to show that the study of "classroom interaction has become essential for gaining a better understanding of how and what pupils learn" (Ingram, 2012), research into ELAR classrooms uses the idea of academic knowledge and epistemologies of different types (i.e. argumentation epistemologies and literary comprehension or inferencing epistemologies) to emphasise how different Discourse communities construct meaning (Newell, Bloome, Kim, & Goff, 2019) and 'identities' (Evans, Morgan, & Tsatsaroni, 2006). Because different students are captivated by different words or phrases within a text or in dialogue with peers, different explanations, responses, and questions emerge in literacy-based classrooms (Maine, 2013). Consequently, this study was designed and does offer some explanations as to how the organisational structure of class-wide talk or peer-to-peer dialogic or teacher-and-student interaction enables many individual speakers to construct identities work and comprehension based on meaning even in the face of forces of

marginalization. To understand the influence, then, of the ELAR classroom is of benefit to those who pursue an understanding of how tensions among discourse analysts play out in the field.

In the following section, I explore and investigate studies that focus on English classrooms and various dimensions of identities. First, I give a brief summary of the notion of fixedness in race before discussing the studies that have impacted on this dissertation. Then, I scrutinise studies that research how gender impacts the study of English in adolescents. I offer both rationale for the ways in which the work may have impacted my own design and the ways in which the research may have impacted my analysis. I end this literature review by highlighting the studies around sexuality as it affects the study of English in the secondary classroom.

Race as It Affects Learning and the Study of English in Teens

Gloria Ladson-Billings (1996) argues that race, as a concept, has become fixed and that in the classroom, it is also treated as such. Furthermore, she explains that there is an embedded, coded language that exists in "hidden ways that are offensive without directly identifying the actors by racial category" (Carter, 2007, p. 44). She goes on to offer examples of this kind of embedded and coded language in which negative attributes become the focus "(e.g. "gang members", "welfare cheats", "drug dealers")" of a language that "represents…the threat of Blackness" (Ladson-Billings, 1996, p. 248). It is within this coded language that race exists as a fixed characteristic in direct contradiction to the just idea that it is a socially constructed category of identity (hooks, 1995; Cross, 1991; Helms, 1990; Tatum, 1992; Lewis, 1999; Carter, 2007). It is from this notion of permanence that research has largely failed to account for Black students' experiences in the classroom through their own voices, choosing instead to highlight under achievement (as I show in the next chapter). For this reason, this thesis lifts up the voices of many marginalized students, to include Black students as well as other racially/ethnically diverse students as they interact with one another and the curriculum. Whereas Carter (2007) focuses on two Black female students' voices and experiences in a classroom where they were expected to

exist in a system of whiteness with which they were unfamiliar, this study examines the interactions of multiethnic students across gender, sexuality, religion, and language abilities as they engage with a text that is set in India and the United States.

Other studies that have influenced aspects of this thesis include Vass' (2013) study that found that when tensions around Indigenous students' cultural background rose in the classroom that teachers often positioned themselves as powerless to contribute or lead by example how to deal with such tension. Therefore, teachers were contributing to marginalization. This thesis is similarly concerned with ways in which teachers or students may be implicitly or explicitly contributing to marginalizing forces in the classroom. Sosa (2020) looked at students' discussions of resistance to narratives that they disagreed with. She found that teachers who provide students with the ability to make autonomous decisions about their own learning in the high school English classroom better equip their students from typically marginalized backgrounds with abilities for navigating the world at large. This thesis is concerned with equipping students with skills that will last passed the classroom and out into the world. Finally, while studies that examine race and the ELAR classroom are limited, the ones that have informed this work generally express that students' identity work along racial dimensions often include resiliency and resistance to being further marginalized than they already are in their everyday lives (Grayson, 2017; Sassi & Thomas, 2008; Thomas, 2015; Martínez, 2017). This thesis confirms these findings through students' voiced thinking.

Gender as It Affects the Study of English in Teens

In surveying the literature from the last fifteen years that explore gender as it affects the study of English in teens, five studies emerge. First, Sauntson (2012) and Sedova, Sedlacek, Svaricek, Majcik, Navratilova, Drexlerova…, and Salamounova (2019) examine how often various genders speak in English classroom discourses either in whole-class interaction or in small groups. These findings helped to frame my thinking in the analysis sections of both

chapters 6 and 7 because they highlight that the amount of time often indicates how mainstreamed or marginalized a student is in the classroom. Clarke (2006) examined how girls positioned boys in literature circle discussions and found that girls were often empowered through conversational engagement whilst boys shut down. I mention this study in particular because there were many extracts from my own data that indicate either a similarity or a contrasting point of view. Therefore, this work helped to refine my own understanding of the gender dimension at play in the classrooms that feature as part of my data. Leblanc (2018) focused on teachers' managing techniques and how teachers' gender impacted on talk in the classroom. Specifically, he observes the emotionally supportive backdrop of whole class discussion in a female teacher's class as opposed to the direct, and often unfeeling classroom that he teaches. This level of awareness impacted on my own positionality as a researcher and as a practitioner in chapter 5 and also on the gender differences where it was reasonable to do so in the other analyses of this thesis. Finally, Preece's (2018) study that looked at identity work in the academic writing classroom across both gender and social class furthered my rationale for intersectional analyses and for the inclusion of students' written work, where there seemed to be a need to include it. Preece found that males who exhibited hyper-masculine or 'laddish' identities in writing were counterproductive to the collaboration expected by the professor. This thesis corroborates this finding, if only on a smaller scale.

Sexuality as It Affects the Study of English in Teens

Brigitte Scott (2013) explored in her dissertation "how teachers approach, grapple with, contribute to, and leverage dominant institutional discourses in their practices, thereby mediating knowledge, possibilities for conversations, and institutional norms" (p. 186) around sexuality as it cropped up in English Language Arts classrooms. The fascinating intricacies and voicing patterns that were deconstructed led to my own decision to interpret the discourse and the underpinning ideologies of discursive participants in this thesis. Whilst I focused less on

perpetuations of abstinence-only education, the dialogue that features in the findings chapters all concern marginalization around sexuality as it interacts with gender and race and in a few cases religion. Kedley and Spiering's (2017) examination and suggestion that teachers use graphic novels to dispel myths about gender and sexuality in ELA classrooms led to this thesis' chapter 8, in which I explore the tools of the curriculum as potential enforcers or neglectors of marginalization. In a similar manner in which race can be coded, so too can all other dimensions of identities. Coded language that is not negative in nature or perpetuating marginalization serves as the underpinning of performative identity around sexuality in Falter's (2013) article that looks at adolescents' popular culture literacies in the English classroom. In particular, she examines a student's necklace as a piece of jewelry worn by an out-gay character in a popular American television show and how other students who identify along the same non-straight dimension of sexuality make connections to this student. This journal article helped me to maintain focus as I watched for language that may carry double meaning in my analysis. Furthermore, Kedley's (2015) study calls attention to the "subconscious reinforcing of sex and gender binaries that upholds the dominance of the institution of heterosexuality" (p. 364) and goes on to explain that disrupting normative narratives must be the English educator's primary focus if the purpose is to rid marginalization from existence. Consequently, I began to think about the ways in which policy in the state of Texas allows and disallows for such disruption. Therefore, chapter 8 as impacted by my own positionality in chapter 5 explores creative methods for challenging the standard curriculum.

Summary

In this chapter, I have reviewed many studies that chronicle the experiences of students as they relate to marginalization. I offered literature that explained the norms and patterned sequences of discourse and explained how these facets work as frameworks for the analysis I provide in subsequent chapters. Along various dimensions of diverse identities, a clearer picture

of what takes place in classrooms and the impact this has on students' becoming who they are features heavily. Because this study would be incomplete without a discussion of the theoretical perspectives that weigh on this work, I offer an extended view of literature through a theoretical lens in the next chapter.

Chapter 3 – Reviewing the Theoretical Perspectives drawn upon

Overview

This chapter on the theoretical traditions and the subsequent perspectives that have influenced the methodology, methods, and analysis adopted in this thesis is intended to clarify terminology specific to the disciplines drawn upon throughout this work. Such clarity is achieved through the thorough review of the beliefs of each tradition as they impact on the underpinnings of this research. There will be overlap between ideas about marginalization through the lenses of race, gender, sexuality, language, and disabilities, which featured in the previous Literature Review chapter. However, whilst the Literature Review discusses *how* marginalization occurs and *what* the students' experiences are as seen through general notions of classroom talk across similar labels, this chapter establishes that assorted groups of individuals *are* marginalized via instruments and systems of support that measure and assess student attainment.

The section begins with a discussion around the deficit-approach paradigm and culturally responsive pedagogies attributed to prevalent ideas in the United States of America around race and ethnicity in education before focusing on research that concentrates on arguments that various communities or groups are marginalized. The discussion that ensues attends to the theoretical and methodological framework known as Positioning Theory that spans the entirety of this dissertation. In closing, the section situates challenges of Positioning Theory in order to partially signal the novelty of this study's design. The theoretical and consequential methodological work of Rom Harré and others is interwoven into the discussion throughout the chapter where his and their thinking complements or contrasts with assumptions, ideas, and concepts that are highlighted within. The main discussion of discourse analysis and all of the traditions that intersect with classroom talk in this work take place in the Methodology chapter that immediately follows this one.

Literature Framing Current Social Contexts

The public school population has changed dramatically over the last decade in the U.S. At one point in our recent history, white students represented a majority of those who were being taught in the school system. In 2014, however, this white majority became the minority as there were more Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and students of two or more races collectively that made up students nationwide (Brownstein, 2016). If racial groups are considered separately, then white students would still constitute the largest single racial group being taught in schools. This heterogeneous group of students, however, has been perceived by some as threatening and coupled with political movements and other social events have therefore made "the racial and ethnic climate in the United States and the world more ominous, increased the vulnerability of [marginalized groups], and endangered the attainment of educational equity for victimized groups" (Gay, 2018, p. xi). From the populist revolts that "have arisen in response to immigration, terrorism, globalization and its effects on jobs and markets, and the creation of 'alternative facts' by conservative politicians such as Marine Le Pen in France and Donald Trump in the United States" (Gay, 2018 p. 18) to the United Kingdom referendum known as "Brexit", all of these insurgent uprisings demonstrate xenophobia (Erlanger, 2017) and "institutionalized racism [stimulating] the increase of nationalism and [a singular kind of] social cohesion in nations" (Gay, 2018, p. 19) throughout the globe (Castles, 2017; Osler, 2017). Progressive movements, including the expansion of gay rights, have fuelled conservative pushback. Schools increasingly enter the news/media cycle for issues surrounding transgender students and which bathroom they use, but hardly ever does concern appear in the media for whether these students' educational needs are being met (Grossman & D'Augelli, 2006; Mayo, 2014). As I will show later in this chapter, the same is true for many other groups of students who may be considered 'other'. A large part of the educational research conversation at this point in time, yet again, is the disparity of educational

success between upper, middle, and lower-income individuals and those who differ in the other markers of identity such as ethnicity, sexual orientation, religion, language, immigration status, able-bodied, disability, and so on (Greene, Marti, & McClenney, 2008; El Moussaoui, 2017). Specifically, these research articles indicate that while socioeconomic status and other minority contributing factors indicate disproportionate equity in regard to academic achievement and cited discipline measures, ultimately, these differences in the educational experience have more to do with school and classroom occurrences (Welsh & Little, 2017). For this reason, this thesis focuses on the naturally occurring data in classrooms and measures such occurrences through student talk. To be clear, each of these markers of identity (ethnicity, gender, sexual orientation, disability, and the rest of the aforementioned) function in different ways but are grouped herein to refer to the multiplicities that formulate identity (and which will be discussed later). Some extant literature find that conclusions regarding various contributing identity factors and a relational outcome of disparity are unfounded given that samples were too small (Strand, 2014a), or combined groups in order to make conclusions when the distinctions within these groups might matter (Strand, 2014b); therefore, this thesis is purposeful in design (as noted in the following methodology chapter) to account for these issues. Additionally, the history in education leading to perpetuated marginalization in education works to inform the decisions of educational stakeholders and researchers in today's world.

The trajectory that explains the incongruence between student learning and the achievement of low-income, minority, and mainstream students can be traced back to the 1960s in the U.S. (Banks, 2004, 2009, 2012). The War on Poverty, as it came to be known in the '60s, was President Lyndon B. Johnson's legislative offering of "an institutionalized explanation for the [low] academic achievement of students from low-income and minoritized racial and ethnic groups" (Gay, 2018, p. xi). This explanation blamed these students' financial circumstances and genetics rather than societal structures that were working against them. Stephen and Joan Baratz

(1970) noted that educators and social scientists, considered progressive for their time, constructed the cultural deprivation paradigm in response to the pervasive "genetic explanation that was embedded and largely uncontested" (p. 41) in American society at the time.

Though it was progress from believing that a genetic issue caused lower achievement, the cultural deprivation explanation "views the limited cultural capital in the home and communities of low-income and minority students as the major factor that explains their low academic achievement" (Gay, 2018, p. xi) and thus was quickly critiqued by scholars in the field. Ryan (1976) argued that victims were often blamed for their educational circumstances and exclusion from societal structures because as Geneva Gay explained, the cultural deprivation paradigm—which eventually came to be known as the cultural deficit paradigm—"devotes little attention to other factors, such as the political economy of the larger society or the structure or organization of schools" (2018, p. 20).

Out of a need to move away from lower teacher expectations and the "long shadow on the American educational landscape" (Gay, 2018, ix) that this paradigm had cast, a number of scholars provided a needed alternative, which came to be known as the cultural *difference* paradigm (Baratz & Baratz, 1970; Ramírez & Castañeda, 1974; Edmonds, 1986; Boykin, 1986). It was the cultural difference paradigm that sought to highlight the strong resiliency factors of the communal cohorts and cultures of students from various ethnic, linguistic, and racial backgrounds (Wang & Gordon, 1994). Therefore, the cultural *difference* paradigm sought to validate and celebrate students' differences in the classroom environment rather than attempting to minimalize such difference. The effects on teaching methodologies still left much practical change (e.g. how to lead instruction that would connect with students) to be desired (Gay, 2018). After all, the shifts to culturally responsive teaching had consequences for not only how students are viewed but also for the role of education within this paradigm. That is, paradoxically, in attempting to lift up students' differences in culture, at times such focus led to division rather

than unity; furthermore, the role of education became largely about determining a canon of ideas that were to be preserved as differences influenced both the school setting and the political sphere (Dean, 1997). Thus, a further paradigmatic change was to occur.

Beginning in the mid-1990s through the early 2000s, the cultural *difference* theory was updated for a second time by scholars who sought to generate more significant teaching implications for marginalized students who were still being outperformed in achievement by their mainstream peers. These educational researchers composed a theory of culturally *responsive* teaching (also called culturally *relevant* pedagogy) that assisted teachers who were attempting to improve the academic achievement of students from diverse racial, ethnic, cultural, linguistic, and social-class groups (Gay, 2018). A strong example of research that achieved relative success in doing so was Weinstein, Tomlinson, and Curran's (2004) work that focused on culturally responsive classroom management techniques that provided educators with a structure for championing diversity by setting forth the following five components: "(a) recognition of one's own ethnocentrism; (b) knowledge of students' cultural backgrounds; (c) understanding of the broader social, economic, and political context; (d) ability and willingness to use culturally appropriate management strategies; and (e) commitment to building caring classrooms" (p. 25). Another significant example of research that was noted by academics in the early 2000s for exploring discontinuities along identity lines was Cholewa and West-Olatunji's (2008) report that provided recommendations for "macrosystemic interventions [that would] forge partnerships between low-income, culturally diverse students' home culture and that of the school" (p. 54). Despite these advancements in thinking and scholarship, it was recognised that further work was needed to close achievement gaps and to help students to develop their identities in meaningful ways without preserving the traditions of marginalization that were so deeply rooted in the institutional structures of education and society.

It is, therefore, the newest generation of cultural difference scholars who propose that educators must not only make pedagogy *relevant* to students' various experiences but also educators must *sustain* students' culture in the classroom (Paris & Alim, 2017) at the secondary level of teaching. However, I am left to wonder whether this will make students successful or unsuccessful as they move through the higher education structure once they are beyond secondary school because without doing such thinking, the impact on students' identities and development is still at stake. For example, I am left wondering what the experiences of students in such secondary classrooms that *sustain* their culture may face as they contend with professors in higher education who were trained only in their content-area, and not necessarily in educational practices. Also, I wonder whether these cultures that are being sustained are commensurate with the disciplinary cultures of the subjects that students study. For example, in mathematics, there is discussion taking place about what argumentation means in different cultures and how that might relate to argumentation in mathematics as a content-area. Other examples may include science curriculum in relation to religious belief systems or English literature that highlights value-sets among cultures that differ from students in the classroom. Because of these questions, this thesis focuses on instances around such ideas of commensurability as they impact on identities in the ELAR classroom; these discussions feature in chapters 6, 7, and 8. Furthermore, teachers may also have limited experiences of other cultures, as will be highlighted in the section on Positioning Theory in Action below, so even when they have been trained and are well-intentioned that will not necessarily make them successful in such *sustainment* of students' cultures. These questions further frame the other contextual factors parsed herein.

Noteworthy at this point in the narrative is the fact that "about 80% of teachers are white…about 77% of teachers are women…[and that] the average base [annual] salary for a teacher… is $55,100" (£38,873) in the U.S. (Loewus, 2017). This salary is below the annual

U.S. median income by almost $4,000 (£2,870), according to the 2017 U.S. Census Bureau. With extra teaching duties (like teaching summer school, marking/grading state wide exams, facilitating Saturday School, etc.) though, many of these teachers could make up for that deficit; however, in so doing, teachers further distance themselves from the students they teach who are from lesser financial means. Mentioning these statistics serves to paint a picture of the dichotomy between who is teaching and who is being taught. At a time when increasing representation via visibility of marginalized groups in all positions of an organisational structure is emphasised as one of the leading ways in which to change institutionalised racism, homophobia, sexism, ableism, and classicism, it becomes apparent that the same is true of our school system. Furthermore, if "85 percent of teachers" really do have "control over selecting the content, topics, and skills they [teach]" (Loewus, 2017, p. 2), then strategic decisions about content and delivery should be employed post-haste. It follows, too, that since these teachers are different from their students, they must be made aware of the cultural/identity-laden students that are in their classrooms, and how to teach them.

Marginalization in the Literature

Just as the social circumstances in the U.S. at this point in history position people who are 'other' than white, middle class, male, heterosexual, Christian, native English-speaking, able-bodied/minded as marginalized, so too does educational research support that these 'other' students struggle in the educational system. Children of colour have the highest dropout rate and tend to be overrepresented in special education but underrepresented in advanced placement and gifted programs (Cummins, 2001; Pizarro, 2005; El-Amin et al., 2017). Students from low socio-economic backgrounds make up the majority of remedial enrollment throughout secondary schools (Oakes, 1995; Farkas, 2003; Mills & Ballantyne, 2016). Language-minority students were traditionally thought of as performing poorly in academic settings because of the switch between their home language and the English taught and used in schools (Lipman, 1998;

Cummins, 2001; McNeil, 2005), but recent research explains that when English Language Learners are provided with appropriate support structures they are able to overtake their on-level non-multi-lingual peers (Abedi, 2009; Bose & Clarkson, 2016; Barwell, 2020). The conversation has now become whether or not these students are given the opportunities that enable them to excel. It is precisely those opportunities that feature in the analyses offered in the findings chapters of this thesis. Though technically not a part of the educational environment because of the separation of Church and State, students' religion and spirituality—when not Christian—continues to be a source of peer-group struggles and feelings of isolation, leading to lower attainment (Magaldi-Dopman & Park-Taylor, 2014). Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Pansexual, et al. (LGBTQIAP+) students who experience bias against their sexuality have lower attendance rates (O'Shaughnessy, Russel, Heck, Calhoun, & Laub, 2004), lower grade point averages (Poteat & Espelage, 2007), and a lower sense of school connectedness (Mayo, 2014). Depression, substance abuse, and suicidal thoughts are also higher than their age-level peers for this group of students (Williams et al., 2005). Gender and learning research wavers back and forth between arguing that girls perform better than boys in school (Hindal et al., 2013; Moller et al., 2013; Verniers & Martinot, 2015; Aziz et al., 2018) but most support that one group is more marginalized than the other. For example, there seems to exist a "female advantage in school marks [versus the male advantage] found on achievement tests" (Voyer & Voyer, 2014, p. 1174). From the policy and legislative mandates known as Education for All Handicapped Children (EHA) in place from 1975-1990, which became the Individuals with Disabilities Education Act (IDEA) in 1990 and No Child Left Behind (NCLB) in 2001, which became the Every Student Succeeds Act (ESSA) in 2015, it is evident in both lasting government effects and empirical research that students who require special education services because of cognitive and physical differences continue to be underserved (Artiles et al., 2010; Derby, 2013; Nozu, da Silva, dos Santos, 2018). For these marginalized students, exclusion from

school rates are much higher than their non-marginalized peers (Skiba, Michael, Nardo, & Peterson, 2002; Pazey, Heilig, Cole, and Sumbera, 2015; Morgan, Woods, Wang, Hillemeier, Farkas, and Mitchell, 2020).

The research discussed above analyses different aspects of identity in isolation. For example, the work will represent a gender analysis, but not an analysis that accounts for participants' gender-sexuality-ethnic origin and so on. Failing to do so misses the nuances of identity. Instances of resiliency may be overlooked, or the identification of individuals as victims rather than agents of change can skew findings. In my work, I work to interview both teachers and students regarding classroom interactions and collect an account of as many identity markers as they are willing to share/which they feel factor into who they are. I engage in dialogue with them about their positions taken up during the discursive interaction with classroom members. In semi-structured interviews, their fluid identity (explained below) markers, which I begin to call identities, are explored too.

Literature Regarding Identity

Marginalized students' learning experiences continue to be treated as a problem that needs to be corrected. In practice, students are not responding to interventions, as evidenced by the fact that they are still underachieving compared to their non-marginalized peers (Palmer, Almager, Valle, Gabro, & DeLeon, 2019). Perhaps bias and prejudice are more pervasive than people realise, and/or there is a dynamic that is underexplored (Thompson-Miller & Ducey, 2017). Building on the corpus of literature regarding the marginalization of groups of learners, I will treat identity as fluid and changing. As James Gee (2000) puts it, identity is established through a person's interaction with the natural world, with institutions, through discourse with others and can be re-negotiated often. Identity, in this construction, is achieved through interactional achievements/instances (Duranti, 1997) with others and results in being seen as a "kind of person" (Gee, 2000, p. 104) who is dynamic and changing based on the sociocultural

forces at work. Drawing on Taylor's (1994) work, Gee (2000) points out that no identity can exist without an interpretive system recognizing the expression of such an identity. That is, people can "actively construe the same identity [traits] in different ways, and they can negotiate and contest how their traits are to be seen (by themselves and others)" (Gee, p. 108, 2000). ELAR classrooms offer an opportunity, through culturally responsive pedagogy (texts and classroom discussion), to support students' identity formulation (Moje & Luke, 2009). How different students are affected by such interaction is one of the findings with which this research is most concerned. Involving the students in the identification of their identity markers is of paramount importance because as Holland (1998) explains, "the imaginings of [the] self in worlds of action, as social products" establishes "agency in the figured world of academia" (p.7). Denying students agency in the classroom is one contributing factor of marginalization (Keddie & Williams, 2012; Remigio Ortega, 2017) that this thesis expands upon in findings chapters 6 and 7—both in the school setting and especially in classrooms. To further deny marginalized groups' agency would be to do harm; therefore, it is from this salient, non-unified "composite of many, often contradictory, self-understandings" (Holland, p.8, 1998) that I observe discursive interactions between students and their teachers and students and themselves. Intersectionality, as the "notion that social categories are not independent and unidimensional but rather multiple, interdependent, and mutually constitutive" (Bowleg, 2012) is treated not as a universal framework related to identity, but instead allows me to "shed light on the ways that some people within social groups receive benefits while others are disproportionately targeted and constrained by certain social-structural situations" (Wijeyeshinghe & Jones, p. 16, 2014). The elemental tenet of intersectionality says that in an effort to promote social justice, one's social location and one's complicated, multiple identities must expose and unveil the positions of power around us all (Kendall and Wijeyesinghe, 2017). Furthermore, scholars are increasingly calling for the use of the concept of intersectionality in social and medical science research,

especially when hoping to "make a substantial contribution to policy, practice, theory and methodology development on gender inequality, diversity and inclusion" (Tsouroufli, Rees, Monrouxe, & Sundaram, 2011, p. 214). For both of these reasons, I make a conscious effort to use the term *identities* rather than *identity* because of this theoretical perspective. This notion of intersectionality plays a role in the ethics that inform this research; therefore, it is referenced further in the Ethics chapter immediately following the methodology. Positioning Theory, then, is an appropriate theoretic framework to work from because it also deals in changing and fluid discursive interactions.

In choosing to treat identities as fluid and dynamic, I denounce the practice of naming, or labelling, singular aspects of the Self and argue in favour of interpreting accounts of identities through a more systemic, narrative and intersectional approach to meaning-making (Prins, 2006). In doing so, the details that frame individuals' lives emerge with clarity rather than being blurred along the lines of particular, divisive labels that are considered in isolation of other contributing factors. A major shortcoming of an intersectional approach to exploring identities work centres on the fact that there is difficulty in pinpointing which aspect of a person's identities is most contributing in a situation where marginalization may be taking place (Duong, 2012). To address this legitimate claim, I draw on a single idea from queer theory to foreground complexity in identities work (Duong, 2012). That is to say, measuring the intensity of a person's identities that is most contributing to a situation in which marginalization is occurring and being perceived is of less importance to my research than it is to identify which aspects of a person's identities are being drawn upon to rationalise an instance of marginalization. To assist in capturing this kind of identities work, I employ the use of Positioning Theory to explore how language is used as a tool to express sentiments around marginalization in literacy classrooms; where it is appropriate to do so, I highlight other junctures that include concepts around identity.

Literature around the Theoretical Framework

Positioning Theory is composed of a blending of sociological principles and psychological dictum. Positioning Theory has been used in education and applied linguistics research for the past two decades and was the basis of a new social psychology at its inception. In describing people from a social reality, "people are viewed as the location for social acts, and the social realm is viewed [through] three processes: conversation, institutional practices, and the uses of societal rhetorics" (Howie & Peters, 1996, p. 2). From a larger perspective, this theoretical model attempts to bring rational ordering and understanding to human engagement through discourse. That is, positioning takes place "whenever and wherever people get together and do or say things that make sense only in the uptake of others" (Harré & van Langenhove, 1999, p. 199). As explained in the Literature Review, it is precisely the engagement and interaction of the individuals through speech acts—actions that are determined by the speakers in their turn taking of conversation—and who is involved in such discourse that positioning seeks to parse and categorise. It may be helpful, for the moment, to think of positioning as unspoken labelling of power or agency (which I discuss further below) that takes place usually subconsciously, but sometimes consciously during discursive interaction with either oneself or someone else. Individuals can and do position both themselves and others; positioning is in the moment, is fluid, and can either challenge or confirm positioning done by others.

Important Terminology. To best understand the facets of Positioning Theory that follow, I seek first to provide a listing of terms which will be used interchangeably throughout this review. "Power" (McGettigan, 2008) and "hegemony" (Cook, 2008) will be used in a transactional manner to explain the actively sought-after, or active power position in discourse. Opposing these terms will be the "passive position" or the position which is "acted upon" (van Langenhove & Harré, 1999). This dynamic of discourse can be seen in relationships like doctor (power)/patient(passive), teacher (power)/student (passive), manager (hegemonic)/employee

(acted upon), and so on. I use the term identities work or simply, work, to refer to the navigated interplay of positioning that takes place across classroom interactions (Preece, 2018). This perspective draws on Sveningsson and Alvesson's (2003) notion that narrative identity work is constructed by people as they formulate, act out, and perpetuate their identities that align with their own self-concept. Specifically, I build on Kourti, Garcia-Lorenzo, and Yu's (2018) concept of the term identities work to highlight the self-aware facets of thinking about one's own identities as they take place in the moment; this metacognitive action will become especially apparent in the Findings chapters and the discussion sections that appear at the end of each chapter.

Finally, the self and 'I' are treated as interconnected for this research. Drawing on Erik Erikson's fifth stage of psychosocial development known as identity vs. role confusion (both here and in my Methodology chapter), which occurs in adolescence, I see the self as deeply intertwined with identities because it is in this stage that adolescents "search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals" (McLeod, 2019, p. 1; Erikson, 1963). To be most clear, the self is seen as being comprised of identities that change, and thereby influence and can change the self too. For example, if I negotiate/navigate my identities as I position myself through marginalizing forces, then 'I' is the 'self' in that case and is likely to end up changed on the other side of the marginalizing forces; however, it does not always have to be changed. The tension in identity research between a core self and simply a self or whether there is a self at all is cumbersome (Kristjánsson, 2010). The poet Maya Angelou captures this same problematized sentiment that appears in identities-research as she advises her son during her lifetime as his mother:

> There's a place in you that you must keep inviolate. You must keep it pristine. Clean. So that nobody has a right to curse you or treat you badly. Nobody. No mother, father, no

wife, no husband, no-nobody. You have to have a place where you say: 'stop it. Back up.' (2014)

I take that place she describes to refer to the core Self, which may often be, but which does not have to be, acted upon and which can change based on experiences that take place in a person's life. Rather than parse this debate (Berthoin Antal, Debucquet, Fremeaux, Cohendet, & Mazouz, 2016) at this point, I defer to the discussion on Positioning Theory and identity research I offer below in order to address how this tension unfolds in this exploration of students' identities-work.

Building on the United Nations definition offered in the previous Literature Review, as a term, 'marginalization' in this research is used to mean when someone is placed into metaphorical (and sometimes physical) margins outside of the larger group of individuals with a detrimental effect to the marginalized person's experience. Therefore, if someone is self-marginalizing, then this is different from simply seeking solitude since self-marginalizing is likely to have a negative effect while seeking separateness in solitude is not always going to facilitate a negative effect. This distinction will become clearer in the examples of interactions that are shown in the transcripts that come later in this Findings chapters of this thesis. With a few definitions clarified, it is now important to outline the parameters of the theoretical foundations of my research.

Overview of Positioning Theory. There is much to be gained in understanding Positioning Theory as a tool with which we can begin to understand our reality. For example, "if we understand how we construct social reality, we can construct [our language and thoughts] more consciously to sustain [or change] norms that promote the ends we profess to desire" (Slocum-Bradley, 2010, p. 81). These norms work within some form of cultural context, which can be influenced by each participant's identity. Rom Harré points to Mikhail Bakhtin when discussing that "culture is immanent within [an] utterance" (Howie & Peters, 1996, p. 3).

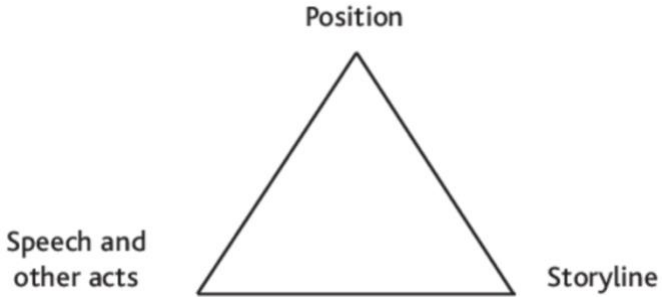
Agreeing that communication and other discursive practices shape our identity as individuals, Positioning Theory offers that not everyone has the same access and opportunity to shift their positions of authority when they engage in a discursive practice (Harré, 2012). Thus, the gathering or clustering "of short-term disputable rights, obligations and duties" in a communicative strand "is called a 'position'" (Harré, 2012, p. 193). Following Rom Harré and Luke van Lagenhove's (1999) postulations around the moral contexts of intentional action, how people manage their status (sometimes referred to as positions of power) from within their communicative strand position is of interest to me. In contrastingly analysing the student-teacher interactions and the student-to-student interactions that take place during a lesson, I offer a new contribution to the field. Specifically, though, it is the way in which people "use words (and discourses of all types) to locate themselves and others" as they work through positioning's "direct moral implications" and while they "ascribe rights and claim them for [them]selves and place duties on others" (Moghaddam & Harré, 2010, p. 2) that the entire theory becomes useful as a utensil for analysing classroom discursive practices and the identities work that takes place in such moments. While there are many methods in which researchers and teachers can utilize the theory of "positioning [through] the conversation analytic approach" (Day & Kjaerbeck, 2013, p. 16) while entrenched in their day-to-day "workplace agency" (Chandler & Redman, 2013, p. 59), it is Harré and van Langenhove's postulation that "positioning does not solely involve the discursive production of 'selves' as individuals, but also 'selves' as members, representatives and mediators of groups" (1999, p. 178) that I find helpful as I begin to apply the theory to my thinking on classroom interactions.

Conceiving Positioning Theory as a social process allows me to combine a linguistic and anthropologic approach (Harré & van Langenhove, 1999). Positioning Theory often draws from other, previously mentioned schools of thought that treat identity as fixed and less fluid than I will treat identities (plural) in my study, so I will deviate from that stance to see one's positioning

as fluid and unfixed. In making this choice, I allude to the preponderance of evidence that indicates that a fuller picture of identities can be gleaned in doing so as justification (Phoenix & Simmonds, 2012). Additionally, in doing so, I avoid a pitfall that other researchers fall prey to in their analysis of discursive interactions. The methodological implication, then (and which is discussed further in the Data Analysis Procedures section of the methodology chapter that follows), is that in data analysis, I must reflect that positioning is ever-changing and not make a final judgment based on a singular moment of positioning of what will always be the case for a specific student in a classroom. Furthermore, by final judgment I mean to convey that however a student is positioned or positions themselves can change within the same interaction. Because positioning can be intentional (conscious) or unintentional (subconscious), it seems reasonable to cite that posturing and positioning are different schemes. Posturing, in regard to linguistics, is to "actively adopt a stance through language which maintains a position of power" (Billings, 2009, p. 588) while positioning is "the discursive process whereby people are located in conversations [(oftentimes unintentionally)] as observably and subjectively coherent participants in jointly produced storylines" (Harré & van Langenhove, 1999, p. 37); such storylines will be explained more in the next paragraph. The fluidity of positions allows for people to navigate whatever setting they find themselves in so long as their moral attitudes and personality characteristics fit neatly into the storylines that are being accessed (Harré & van Langenhove, 1999).

To visually represent the three main ideas surrounding positioning theory, I will incorporate Harré and van Langenhove's (1999) graphic known as the *mutually determining triad* below (Figure 1) and will then reference it further to expand upon the concepts that Harré and van Langenhove have developed in their germinal text, *Positioning Theory: Moral Contexts of Intentional Action*.

Figure 1

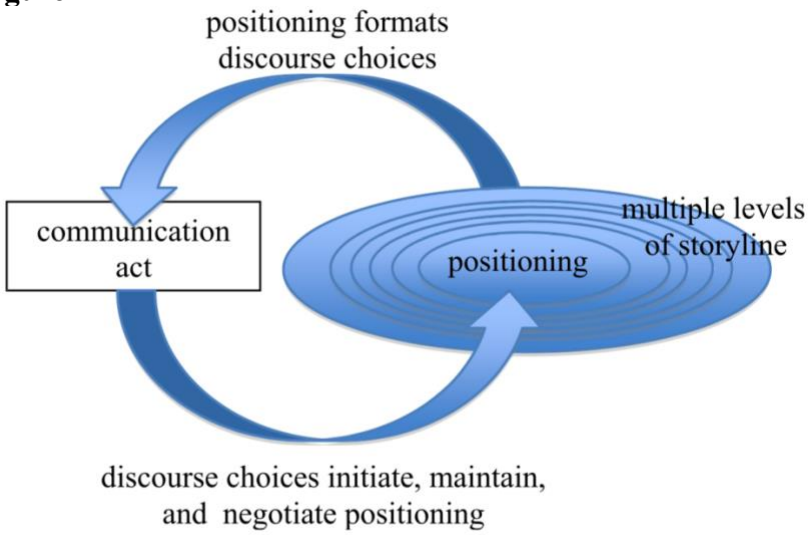


(Harré & van Langenhove, 1999)

Position. The top of the triad lists the position, which would be the part or role that would be taken by a participant in a speech-act. A teacher or student would be examples of types of positions that would be possible. **Storyline.** The storyline would indicate the context of the interaction. In keeping with the student-teacher example from above, the storyline, in this case, might be that the student's parents expect the student to attend an after-school tutorial when comprehension of in-class ideas is in jeopardy. **Speech and Other Acts.** The speech act as a social force is "never explicitly formulated" and is instead "passed on one to another informally, e.g. who, when and how much to give as a tip/assistance" (Harré, 2004, p.7) in a tutorial setting. In essence, all points of the triangle serve as culturally pliable because they can be understood differently by each participant. Their flexibility is determined by the interaction that takes place. This schematic is useful as the substantive groundwork upon which to tread and interact with the three main orderings of position (explained in the next section), but there is a more encompassing model that I will offer below with definitions to clarify some of the "theoretical fuzziness" that surrounds storylines and positions (Herbel-Eisenmann et al., 2015). Furthermore, the following graphic is more helpful in conveying the interconnectedness of the points that the triangle seems to imply happen at varying points in time. The following graphic (Figure 2) is an adapted, more fluid example of the triad above and makes clear the relationship between the three concepts above, while also highlighting the important cyclical nature of each of the points that are described above. This second reconfiguration of the interpretive frames and

communication acts is difficult to interpret without the aforementioned explanation, but it is ultimately a better representation of the nuances that positioning acts are best known for.

Figure 2



(taken from Herbel-Eisenmann et al., 2015, p. 194)

As you will note, around positioning are the many levels of storylines that may be taking place. If we hold as an example a student in a classroom, then it may be that parental guidance for the student that has told that student how to act in a classroom is creating a storyline, peer pressure that guides how that student should act in the classroom may also be a storyline (cultural), just as the physical storyline of whether that student has eaten that day may also play a factor, and so on. All of these storylines work as positioning is taking place through the communication act or utterance that has been spoken by the other person (or by the student her/himself). There is a subliminal level or possibly an overt thinking about discourse choices (e.g. the words to be used) that expands this positioning instance while also taking into account other moments in time when the student may have taken note of positioning formats. Positioning formats would be patterns of discourse or interaction in which a speaker actively experienced an act of positioning and therefore committed it to memory in order use it at a later time.

Main Modes of Positioning. Now that I have exemplified the environment in which positioning can take place, I will explain the modes of positioning, or the 'how' it takes place.

There are three ways in which to see positioning taking place: first, second, and third order positioning. "First order positioning refers to the way persons locate themselves and others within an essentially moral space" (Harré & van Langenhove, 1999, p. 20) at the beginning, throughout, and at the end of a communicative interchange. Multiple storylines and illocutionary forces may be employed in a first order positioning, but it should be understood that the positioning is moving toward a moral space. For example, if a teacher says to a student, "Please read the passage aloud," then it is assumed by the teacher that the teacher has a moral right to request a vocal reading from the student. In this instance, first order positioning has taken place. The options available in this contrived scenario are either a) the student says, "Okay" and begins reading; b) something to the effect of "no, why would I read it aloud for you?"; or c) s/he ignores the request, and in which case s/he is assuming the teacher does not have a moral right to make such a request. Assuming the interaction between these two individuals is cordial, we can delete option c. If option a is accepted, then there will be no second or third order positioning because seemingly, everyone agrees with their position. However, if option b is the response, then a second order positioning must take place.

"A second order positioning occurs [at a point in time when] the first order positioning is questioned and has to be negotiated" (Harré & van Langenhove, 1999, p. 20) before a pair, or group of interlocutors may move back to the actual topic/subject which was raised initially. When it becomes obvious that one communicator will no longer take "for granted" the position that is inherent in the spoken dialogue, then the explication and second position ordering impede progression until it is satisfactorily resolved (Harré & van Langenhove, 1999). Distinguishing between first and second order positioning is the most productive for analysis because it indicates unspoken roles, responsibilities, or obligations of the people within the discursive exchange. Other researchers use the language of norms to describe these same unspoken roles, responsibilities, or obligations, but Positioning Theory takes norms further by focusing on such

norms through the lens of examining them in order to dissect the power negotiations as underpinnings of discursive interaction. Therefore, Positioning Theory is most appropriate in working to understand issues around marginalization, which is reliant upon authoritative power structures. The ability to challenge one's position and to call out the inherent assumptions made in talk-interaction is the foundation that makes Positioning Theory so dynamic and appropriate for my study.

The dynamism of this theory continues as I examine the possibility of a third order positioning which can, but does not necessarily have to, take place when one's first order position is questioned outside of the initial people present when the speech-act took place. For example, in regard to the reading aloud request from above, a third order positioning would only have been possible in the event that the teacher, after explaining to the student why he should read the passage aloud, went to another teacher or administrator/school official and explained her position, and that person, in turn, gave her an entirely new understanding of her position, or of the student's position. Another possible third order positioning could take place if the student were to go to one of his friends seeking advice and explaining his reaction: thereby receiving a new outlook on either his or the teacher's inherent position. Possibly, even, another third order positioning could take place in the event that both the teacher and the student, once engaged in the task of explaining their first positions, realise that s/he was wrong to have assumed such a first order position and instead sees her/his position in an entirely new way. Third order positioning could take place with a counsellor/therapist, or a researcher who was looking for explanations about the positions taken up by each individual, as I do in the findings section of this dissertation.

All of the examples that I have delivered just now are to be understood from a moral standpoint/context. That is, each first, second, and third order positioning previously mentioned was based upon a belief that one individual had the right (moral exactitude) to behave or request

something in a certain way. “Moral orders are maintained by...linguistic practices through which social relations between people...things...and groups of people are regulated” (Harré & van Langenhove, 1999, p. 80) and are based on the believed obligations of each party. Let it be known, though, that “people cannot only be positioned morally, but they can be positioned in terms of their individual attributes and[/or character] particularities” (Harré & van Langenhove, 1999, p.22). Further to this positioning on the grounds of traits is the reminder that “all persons involved [in a discursive interaction] can negotiate new positions” at any time, and they should since they have an enacted identity (Harré & van Langenhove, 1999, p.22). Positioning Theory enables us to research the agency that a student employs (York & Kirshner, 2015). For that reason, I seek to find and do discover what degree of agency a student, for example, would have to secure in order to negotiate actively or navigate internally in new positions with either faculty or peers as this has not already been answered in the context of English Language Arts classrooms.

Agency. Whilst the concept of agency is a minefield when it comes to the epistemological and deontological ways in which researchers deal with the concept (Arnold & Clarke, 2014), I feel it is necessary to explain briefly how it is treated in research that directly relates to Positioning Theory and how this fits with my own use of the term as it enables me to highlight power dynamics that are enacted when either teachers (Martin, 2020) or students (Martin, 2016) are positioned through language and other discursive interaction that different approaches do not permit. Jenny Martin’s (2016) definition of agency that “avoids describing students' actions as agentic or passive [and instead looks] to the participants' discourse and the negotiation of meaning as social acts… relative to their positioning in an immediate conversation as responsible for action” (p. 40) is that which I draw upon in this thesis. A caveat in my own work is that I do adopt the term ‘agentic’ but apply it to instances of negotiation during discourse among participants rather than blanketing the term across large swaths of interactional dialogue.

In addition to Martin's definition, which operationalises the term "agency" through a Positioning Theory lens, I draw upon Muhlhaüsler and Harré's (1990) idea that discourse analysts and researchers can determine a person's degree of responsibility in a speech act through that individual's use of pronouns and verbs. Rom Harré (2012), as the originator of Positioning Theory, explains that "when a person behaves in a certain way in a particular social and material environment, he or she and also they can be held responsible for what has been done—that is, the actors must be treated as agents" (p. 193). Because positioning (and its subsequent theory) rejects the "outmoded" notions of social psychology that focus on hypothetical guessing at what is taking place at the cognitive level when dialogue is occurring and instead highlights the "social origin and active efficacy of people as joint constructors of social and psychological reality" (Harré, 2012, p. 93), I circumvent the need for defining agency further. That is, instead of focusing on agency, I look at the agentic movement through discourse that is marked in linguistic structure and any other data that emerge as relevant in turns at talk.

In coupling these notions around agency with the overview of Positioning Theory I have offered thus far, it is now necessary to explain how positioning takes place.

Preparing for Positive Positioning. There is a subtextual level, below the modalities of positioning which necessarily must take place if positioning is to be accomplished. When speakers, as they often are, remain "committed to a pre-existing idea of themselves that they had prior to [any given] exchange," (Harré & van Langenhove, 1999, p. 46) then there is an exertion of positioned force that attempts to maintain their place-marking in the interaction. Perhaps this is the reason learning can be so difficult, or at least the proving that learning has taken place. In this type of unyielding interchange, the focus may shift from what was actually said toward the "structural properties of the conversation" even if that is "not at all in the [original] intentions of the speakers" (Harré & van Langenhove, 1999, p. 47) because the person opposite the positioner cannot help but be distracted by an out-of-place position. This is another observable

phenomenon which I identify in my study. For example, someone who makes a joke at the expense of another student, or someone who makes a comment regarding bombs in a school might be trying to position themselves as light-hearted entertainers, but because of the illocutionary forces (or the intention behind the utterance) and storylines at work, they will be unsuccessful in their attempt to position themselves positively. It may even be that a student enjoys being seen by her peers as the class clown, and instead of answering a question correctly when called upon, though she knows the answer, will instead choose not to yield to the attempted positioning that would see her as 'a good student' and will instead offer a retort or unrelated remark. This heuristic process cannot be taught, but rather must be experienced over time and in relation to the preparation one engages in before the endeavour of positioning. For this reason, it is necessary for the self-positioner to think carefully about the storylines and other contextual forces that structure the social paradigm of discourse. Thus, I work to understand what marginalizing forces are acting upon the students' identity through positioning of this nature. I offer more on how I do this in the methodological chapter when I discuss the research questions that drive this study. Working from the poststructuralist research paradigm behoves me as the social scientist researcher who is concerned with social Positioning Theory because "people are capable of exercising choice in relation to those [discursive] practices"—an aspect of the phenomenon that might otherwise be ignored (Davies & Harré, 1990, p. 35).

Culture and Private Discourse. Because our identities of self-esteem and self-concept are "dynamically and continuously changing processes" (Harré & van Langenhove, 1999, p. 74) that continue to be shaped in light of the interplay of characters within every speech-act, it seems only obvious that depending on a person's culture, the same utterances would take on entirely different meanings. In fact, most researchers of Positioning Theory agree "that a satisfying discussion of positioning (on any level) absolutely requires [(emphasis in original)] the inclusion of cultural considerations" (Harré & van Langenhove, 1999, p. 75).

Dovetailing with the cultural consideration is the idea of reflexivity, or the notion that we can reflect on our experience to change our future engagements (Schmalenbach & Kiegelmann, 2018). When we realise that we, as positioners, can use our cultural understandings to our advantage, then we are at the precipice of engaging with the idea of reflexivity. In addition, we are also accessing our cultural competence. However, when we place ourselves in a position of power, it becomes difficult to rapidly shift this position because of our reflexivity in the construction of placement. It should be noted, however, that it is not impossible. An example of such shift might be a client undergoing therapeutic treatment. If we apply this idea of shifting narratological phenomenon to this type of relationship, then it becomes clear that the goal of such interaction would be seen as an effort to free clients from relatively 'frozen' narratives enabling them to construct new personal stories (Spence, 1982). The same might be true of a teacher's after-class conversation with a student regarding behaviour that is inappropriate as far as the teacher's standards are outlined.

"A reflexive position in private discourse...is a figurative concept... [that allows for the self to use] one's moral and personal attributes..." to make one's "speech-acts...intelligible and relatively determinate to oneself" (Harré & van Langenhove, 1999, p. 77). In practice, this looks something like an internal monologue. For example, a student saying to herself that she needs to complete her homework rather than socialising with family or friends is an internal monologue speech act. For her, this is a culturally constructed reflexive position that she has deemed as most acceptable. In other societies or cultures, it would be considered rude not to engage with family members or friends while at home, just as it would be inappropriate in some cultures for a man to appear in public as clean-shaven. However, the reflexive positionality allows for each individual to use their understandings about their world (e.g. their storylines) to construct their self-position and these are the kinds of conversations I endeavoured to discuss with interview participants. Necessarily, it was important for me to first observe some positioning that takes

place in the classroom environment. Then, I employed the use of stimulated recall in order to be able to ask them about those moments of positioning; this technique is explored further in the methodological section of this writing.

Remarkably, when "'I' takes up a multiplicity of positions about "multiple 'Me's' based on the vantage points of oneself as well as a host of imaginary others," (Moghaddam & Harré, 2010, p. 82) as I have just done with the two examples, then storylines must necessarily become malleable. In changing the position of the self, autonomously, as it relates to other entities, "imaginal dialogues are thought to play a pervasive and central role" (Moghaddam & Harré, 2010, p. 79). Cultural ideals will always play an important role in Positioning Theory because positioning must consider storylines that people in different societies are likely to find relevant as they position themselves (Harré & van Langenhove, 1999). The power of such autonomous, reactional redistributing of hegemonic positioning is encouraging even if it seems quite daunting in today's socio-politically charged climate. Nevertheless, storylines feature most prominently in the analysis offered in chapter 7.

Using Positioning Theory has enabled me to identify what factors impact on student identity in classroom learning experiences. Further to this, I was able to pick apart what components exist as marginalizing constraints in the classroom. By using English classrooms, the prospect of critical classroom conversations and reflective writings over learned skills served as the perfect environment for me to broach the workings of identities work, positioning, and culture as it relates specifically to marginalized students. To further situate my work among those who have applied Positioning Theory in their research, I offer the following précis.

Overview of Applications of Positioning Theory. As it were, for over two decades now, Positioning Theory has been used as a framework for analysing various discursive practices in a broad range of disciplines. The medical field, for example, has seen its use undertaken when understanding how women make decisions based on their positions with their doctors and other

medical advisors (Genuis, 2013) and how doctors' positioning of their patients' advocacy ability changes depending on race/ethnicity (Richards, 2003). In politics, Positioning Theory has been used to understand candidates' platforms (Wise & James, 2013) and their likelihood of success at the polls among their populace. Social work has seen Positioning Theory change the manners of engagement to be more sensitive of agency with clients (Cedersund, 2013). Even therapeutic counselling techniques have grown to better address when clients can shift their thinking on a given topic because of Positioning Theory (Gremillion, Cheshire, & Lewis, 2012).

Positioning Theory's applicability as a structured way of understanding relationships between people through discourse has also recently permeated the field of educational research. Whether successfully arguing that girls' play is just as, if not more complex, than boys' play through schoolyard hopscotch games (Goodwin, 1995) or staking the claim that parents and educational institutions have immense power in creating moral orders for children (van Langenhove, 2017), educational researchers have applied Positioning Theory to illuminate previously unknown discourse structures that influence and shape people's thoughts, identities, and interactions.

Positioning Theory in Action. Because Positioning Theory offers both a theoretical perspective and a methodological framework, it is necessary to highlight the methods and the findings of studies that examine the model herein and before the methodology chapter so that there are clear connections made between my own choices in this dissertation as they are based on previous research. To begin, I focus on smaller scales of interaction (e.g. what a student says to her/his peer or what a teacher says to or about one student) in a whole classroom because they allow for rich, turn-taking interactions to be analysed more thoroughly. Sonu et al. claimed "all teachers can position themselves as advocates of social justice" (2012, p. 176). The researchers of this study "chose to collect and analyse case studies so that [they] could examine the 'local particulars' of each teacher's experience" before they "employed purposeful sampling" (Sonu et

al., 2012, p. 182) to recruit all of the beginning teachers who had come from the same educator preparation program. They coded their data using the ethnographic, thematic strategies presented by Emerson et al. (1995) as they described "the dance of qualitative research" (2012, p. 176). Drawing on Todd's work (2003), the authors highlighted a person's flexibility to shift one's position and move into a new position (Sonu et al., 2012). The researchers realised that we are aware of broader structures as we are inside the systems (Sonu et al., 2012). Ultimately, the discourse analysis revealed that the teacher who was the strongest proponent for teaching social justice because of her history with injustice was the largest barrier for other educators in her school feeling as though they could promote social justice through their teaching.

While the previous example exclusively reviewed the discourse that teachers engaged in, either with themselves or with other colleagues, the article by Dennen (2011) regarding students' positions and discourse in an online setting directly examines the interaction between four classroom facilitators and the students in those courses. Though her findings did support the notion that students expected their facilitators to act in certain ways based on identity stereotypes (Dennen, 2011), when facilitators did not match students' expectations in this regard, there were ways in which facilitators intuitively knew how to re-engage their position. "When there [were] mismatches, a transcript analysis using positioning theory was provided" to the facilitators in order to help them "reconcile the differences between their sense of identity, their presence and how they are positioned in the course" (Dennen, 2011, p. 537). Emphasizing Drewery's work from 2005, the researchers that Dennen worked with alluded multiple times in their writing to the idea that "the traditional teacher role tends to result in discourse that subjugates the student" (Dennen, 2011, p. 530). Precisely because students accept the teacher's position as higher than their own, the overall positioning that took place thereafter fell into the influence of "traditional roles and expectations" (Dennen, 2011, p. 537). Luckily, I was able to capture the inverse of this kind of interaction in my work. Further to Denne's study was the fact that the demographics of

the discursive participants were not listed within the paper; consequently, there existed a limitation to the applicability of their findings; thusly, I have purposely provided such information to the reader in this thesis. Dennen (2011) did offer that further research could "explore structural relationships between types of messages, looking for trends in positioning and repositioning based on demographic characteristics of discourse partners" (p. 538). What was missing from that analysis, though, was how these processes might be affected in the absence of a physical 'other'. After all, the online environment is much different from the in-person education setting, where Positioning Theory is normally used as a framework for research (Dennen, 2011, p. 530). Despite these pitfalls, the triangulation of using field notes and facilitator interviews elicited qualitative findings that have contributed to the field of educational research (Rothbauer, 2008). In particular, this study suggested that students are unlikely to challenge an engaged facilitator's position as in charge and that other students, in an attempt to maintain order and the structure of their student position, will reposition any anarchistic behaviour. Due to these dynamics, I felt that my study would benefit by triangulating data. For example, I would have sought to identify similar positionings through a teacher's feedback on a student's written assessment in the case study above. After all, the physical space of a classroom is different from the online sphere.

Anderson (2009) conducted a study that employed Positioning Theory as part of a discourse analysis by visiting a classroom five times over a span of 14 weeks halfway through a school year and collecting data. She wanted to understand classroom interactions "from an integrated micro-, meso-, and macro-social perspective" (p. 291). She created her 3-tiered matrix for analysing students' discourse and predominantly focused on which types of participatory discursive practices were most valued by the classroom community. She concluded that acts of positioning are ongoing processes that explain how some students are marginalized (because of their school record, for example) before they ever step foot into the classroom. Consequently,

those students are perpetually pushed to the side or left out of participatory action because the hegemonic power (teacher) has (un)knowingly marked them (particular students) as marginalized in their discourse. My research questions will reflect these findings in relation to the senior English classroom, while also drawing upon students' school records as part of their other demographic elements; I do this in an effort to analyse patterns around marginalization as the previous studies have done.

As briefly mentioned before, Martin (2016) analysed student agency in secondary science classrooms motivated in part by the research that says there is a disconnect between good science classroom students and a trajectory that leads to the production of real-world scientists, especially when those good students happen to be young women. She tracked the discourse of three girls, using microphones on lanyards and a video camera in the classroom. Martin found that, in this case study, the girls did not feel as though they had the full agency to inquire into scientific conundrums with which they were presented. Further, she realised in many of the laboratory sessions that the girls' group functioned "like a sub-community of practice, implying the need to better understand joint activity in small groups in science" (Martin, 2016, p. 40). Interestingly, Martin was able to deduce that the "agentic position of students requires some public affirmation of their construction of knowledge" (2016, p. 40). That is, even in student-to-student interactions, it is not enough for the group members to affirm knowledge; it must come from the knowledge holder, or hegemonic power (i.e. the teacher). This is problematic when part of teaching science and mathematics is about teaching students to use scientific evidence/logical argument to convince themselves and move away from the authority of the teacher (Jones, Brown, Hanley, & McNamara, 2000).

Now that I have shown examples of Positioning Theory being used by researchers who are analysing the interactions between teachers and other teachers, students and their teachers, and students with other students, I will now discuss the literature that involves teachers in a

reflexive process with themselves about classroom interactions. Incidentally, there is a noticeable gap of examples of students in a reflexive positioning of themselves regarding classroom interactions (Roth, 2009); therefore, my study seeks to address this feature as I have made sure to include this aspect as part of my own analytical design (see the methodological chapter for further explanation).

The following two examples of student teachers (prospective teachers) who filmed their delivery of classroom lessons and the subsequent discourse with students provided each respective student-teacher valuable feedback and reflexive understanding of their developing identities as a facilitator for learning. Using discourse analysis, both student teachers in the two separate studies were able to verify that their desired projections of identity as the power holders were either aligned with what was taking place in class or not (Vetter, Meacham, & Schieble, 2013). In a different study, another student teacher was more successful at projecting her identity as a co-constructor of knowledge with students whose background was largely different from her own. A deductive approach was used, codes were initially developed based on a large-scale review of the research literature on teacher identity (Schieble et al., 2015, p. 251) and consequently, that teacher was able to use her video of class footage to her identity-construction advantage. Both studies remarked on the length of time it took to transcribe discourse from participants for their video analysis projects, but ultimately, they both came to realise that the video analysis helped them to "analyse issues of power, positioning, and identity" (Vetter et al., 2013, p. 248). Therefore, I took these findings into account for my investigation because they conceptualised identity as heavily shaped along a continuum of reflexivity.

The final two examples come from medical education and social work. First, Sargeant (2017) found that medical school students, who were being trained as prospective doctors, would often engage with Simulated Patients (SP) who had no general training. Her study suggested that "SP training should include a deconstruction on their views of themselves, their various roles

and their perceptions of (and perhaps biases towards) students" (Sargeant et al., 2017, p. 189) before being allowed to submit evaluations affecting students. To conduct this study, Sargeant et al. "used narrative analysis (NA) to examine the transcripts and identify examples of discursive positioning" (2017, p. 190). While NA is different from discourse analysis, it is worth noting that the two both focus on the interactional usage of language. The "analysis yielded three interpretive themes of positioning" for the Simulated Patients through their discourse with the medical school students (Sargeant et al., 2017, p. 191). Each theme essentially stated the level of familiarity that each SP felt with their respective student. This metacognitive approach to the learning environment became an important aspect of my own plan to explore positioning in classrooms because the conclusion of this approach led me to recognise that participants are often acutely aware of underlying power dynamics that are at work in discursive incidents. In a similar context of familiarity with clientele, social workers have a unique opportunity to commission Positioning Theory, also.

The second example, or the social work example, that illustrates this level of engagement comes from Cedersund, who used Positioning Theory to analyse interactions between social workers and their clients. From her 2013 research, Cedersund concluded that "discursive positioning occurs during encounters between people in the daily routine of social work" (p. 131). She also found that if not paid attention to, "positioning can create a bias for 'otherness'…during such [social work] encounters" (Cedersund, 2013, p. 131). This conclusion is an important contribution to this thesis in terms of the relevance to how 'others' are treated. Consequently, chapter 8 makes a strong case for calling attention to positioning at all levels of interaction in the learning environment. As Cedersund conducted her analysis of the encounters, she saw Davies and Harré's research (1990) taking place in that she could see that "people position themselves in relation to others based on the use of words such as 'we' and 'them'" (Cedersund, 2013, p. 132). Astonishingly, Cedersund discovered that if a social worker could

position the client as employing agency, through discourse, in the social work procedural process, then all parties left the engagement satisfied; the same might be true of classrooms. To know such a practice as having so much influence over the affective status of discursive participants is indeed an advantage, but ultimately, I advocate—as you will find in the final findings chapter discussion—that everyone should be made aware of the influence and effect that different types of positioning might have and the consequences that need to be considered in how teachers position themselves and their students across all kinds of speech acts.

The most significant gap of all of the blended usages of Positioning Theory that I have mentioned so far was that they analysed interactions between students and teachers, but they did so at different timescales, never acknowledging which scale they were using. Time scales indicate the context level for the discursive interaction as it relates to the amount of time that passes. In a classroom, they allow for the charting of time and relational space of glances, utterances, to full sentences or references to thematic units of study. They tune the researcher into the patterns of turn-taking discourse, and they indicate to the researcher findings about culture and social identity (Lemke, 2000). My study utilises Lemke's (2000) and Herbel-Eisenmann et al.'s (2015) Time Scale rationale (Table 1, below) briefly, and explicitly states the interactional level of each fluid positioning I identify so that I can chart both what is said, the levels of positioning taking place, and the time in which those interactions are playing out whenever I deem it as essential to the positioning that takes place. Notably, my own study is limited by the time period over which I consider the interactions and I discuss this further in my methodological chapter.

These studies were successful in providing me with a method for understanding the speech actions and other discursive interactions of the classroom participants. In so doing, these studies either implicitly or explicitly called attention to both teachers' and students' identities and explained how they were playing a role in the classroom.

The level of detail in which discourse is examined among the theoretical perspectives that featured in the literature I have just discussed is exemplified in the table below.

Table 1

Table 1 Excerpts from Lemke's (2000, p. 277) timescales for education and related processes

Typical process	Timescale (and duration)	Reference events
Utterance	10^0–10^1 s	Word, holophrase, short monologue; in context
Exchange	10^2 s (seconds to minutes)	Dialogue; interpersonal relations; developing situation
Episode	10^3 s (~15 min)	Thematic, functional unit; speech genre, educative
Lesson	10^3–10^4 (hour)	Curriculum genre
Lesson sequence	10^4 s (~2.75 h)	Macro curriculum genre
School day	10^5 (day)	["seamless day"]
Unit	10^6 s (11.5 days)	Thematic, functional unit
Semester/year curriculum	10^7 s (4 months)	Organizational level; unit in next scale
Multiyear curriculum	10^8 (~3.2 years)	Organization level; limit of institutional planning
Lifespan educational development	10^9 s (~32 years)	Biographical timescale; identity change
Educational system change	10^{10} (~320 years)	Historical timescale; new institutions
Worldsystem change	10^{11} (3200 years)	New cultures, languages; limit of historical records
Ecosystem, climate change	10^{12}–10^{13} (32,000–320,000 years)	Last ice age

The time scales seen here appear most prominently in my methodological explanation for how lessons were constructed, but they belong in this theoretical perspectives chapter because they underpin the level of understanding along analytical lines in Positioning Theory. These timescales also appear as part of the titles for each extract or transcript that appears as part of the analysis section of all three findings chapters. Lastly, timescales weigh heavily on the contextual framework of understanding; to connect the idea of timescale contexts and context as a storyline in Positioning Theory, I highlight the symbolic interactional framework next.

Symbolic Interactionism

The American philosopher George Herbert Mead developed the perspective of symbolic interaction as he worked to understand the mind, the self, and society (Mead, 1934). His student,

Herbert Blumer, coined the name and then advanced the theory as it is known today (Blumer, 1969). Thus, symbolic interactionism (SI) is now understood to be the view of social behaviour that prioritises both linguistic and gestural communication as being subjective (Polk, 2017). This theoretical position is also concerned with understanding how language is involved in the formation of people, especially children, as social individuals (Hall, 2007). Historically, symbolic interactionists were most concerned with capturing the internal or unobservable processes of the mind. Those sociological psychologists concerned with such unobservable phenomena would collect data using a plethora of methods to amass the attitudes and intentions of their participants. Consequently, the methods used in this study are multi-faceted, as you will read in the following chapter. Moving away from the notions of behaviourism and functionalism, SI additionally rejects the stance that pre-determined structures (like fixed identities) govern the outcome of interactions because "society is seen as pluralistic and conflictual", which allows people to expand "their view of self from the perceived expectations of significant others" (Chandler & Munday, 2020, para. 1). Consequently, the preferential methodological approach that SI employs is that of participant observation as compiled through ethnomethodological principles (Chandler & Munday, 2020).

The following three tenants of (SI) underscore the interactional nature of interpreted communication well. They are a) individuals interact with things (e.g. people, institutions, laws, etc.) that carry meaning; b) meaning stems from social participation; c) meaning is fluid and changes based upon the cyclical nature of the interpretative process (Blumer, 1969, p. 6; Handberg, Thorne, Midtgaard, Nielsen, & Lomborg, 2014). These premises further clarify that all interaction includes interpretation. Such interpretation derives from the actions of another individual as well as the perceived intention of others (Ingram, 2012). Moreover, a central assumption of SI is that people are inseparable from the contextual reality of which they are a part (Handberg, et al., 2014).

To illustrate the concept of SI to a university classroom, a professor brought in a range of ordinary items like a can of Coca-Cola and a box of cereal as well as recherché items like family photos and advertisements of people with physical disabilities engaging in leisure activities. The professor then asked students to write down their reactions and feelings toward the items without discussion amongst each other. Then, students were asked to share their compositions aloud, identifying similarities and differences in grouping the responses. Each time the activity was repeated across the professor's classes, students came to the same finding that the ordinary items elicited comparable reactions whilst the abstruse items received more wide-ranging reactions. When asked for the rationale for why this happened, students offered that in regard to conventional items, similarities were likely because of a shared social upbringing whereas in regard to the "esoteric items… [students' conclusions surmised that] they only held meaning if the student was familiar with its subject matter" (Williams, 2002, p. 181). Thus, it is clear that context is a key element to the understanding of this theory.

Since context is vastly important in SI, many sociological psychologists who operationalise this theoretical perspective in their research have worked to clarify concepts that influence the analysis of data in relation to contextual interactions. For example, the concept known as 'definition of the situation' in sociology explains how people know what is expected of them in any interaction (Crossman, 2019). Ingram (2012) makes clear that this precept within the research frame of educational investigation is what has led to descriptions of classrooms as either 'teacher-centred' or 'learner-centred' or as 'traditional' versus 'progressive' or as using 'direct' versus 'indirect' instructional models (Boaler, 1997; Flanders, 1970). Ingram goes on to explain that these "descriptions do not reflect the fact that the definition of the situation is continuously changing and undergoing negotiation" (2012, p. 45); therefore, she suggests the adoption of Goffman's (1974) idea of frame, which builds on the definition of the situation. For this reason, this thesis also takes into account frame as the defined notion that participants give

to a current, active situation, to include the roles that they adopt and the actions of those around them (Goffman, 1974; Ingram, 2012).

While these theoretical ideas of SI and the idea of frame impact on the ethnomethodological and discourse methods in this work considerably (as is discernible in the following chapter), they also feature heavily in the analysis of students' interactions with their teacher (in chapter 6), with each other (in chapter 7), and with the curriculum (in chapter 8). Specifically, Edwards and Westgate (1987) in investigating talk that takes place in the classroom found that the teacher holds significant authority in the learning environment, which impacts on students with whom they interact. Consequently, power dynamics are discussed in chapter 6. This notion works in conjunction with Mead's idea of 'taking the role of the other', which Blumer (1994) describes as the way that we develop the self through the consideration of others' viewpoints. In particular, these concepts lay the groundwork for the analysis I conduct in chapter 7. Taken all together, these thoughts around symbolic interaction bring a cohesion to the last findings chapter because I look at context through the lens of the content that is being offered in the ELAR classroom. These analyses are offered through an interpretation of the discourse that takes place in the classroom because of the linguistic importance placed on classroom interaction through symbolic interactionism. Therefore, I situate this chapter prior to the methodology in an effort to highlight the importance of context in discourse as it lies next to Positioning Theory.

Concluding the Review of Theoretical Literature and Situating Challenges

Were I not to highlight the disadvantages in using Discourse Analysis and Positioning Theory, this thesis would not hold up to scrutiny. Therefore, I will review these pitfalls as I attempt to address them and their implication in my own project in the chapter below. Before doing so, I offer the following bridge of ideas between symbolic interactionism and discourse analysis. "First, as researchers, we are never completely certain of the purpose and intention behind the speaker's words" (Gee, 2001, p. 108). Secondly, and for this reason, it is important

to look closely at the words that are transcribed in a discourse encounter and to limit the number of "leaps" one might take. "Because we bring assumptions to the analysis, there is also increasing possibility for misrepresentations" (Vetter et al., 2013, p. 241), so we must also identify our positionality. Failing to do so could severely harm one's validity. Third, much of the discourse analysis takes place in small-scale conversant interaction; therefore, data cannot always be considered generalizable, but may instead construct "a case study to provide snapshots for discussion about" a plethora of topics relating to the field (Vetter et al., 2013, p. 241). Tannen (1990) wrote that "while some actions may be immediately determinate," especially when locating people in conversational positions, there are "other acts which are questionable ([leaving us to wonder:] what did the person mean by that?) and may even be radically indeterminate" (p.64). Therefore, we are bound by the inability to know the actual thoughts that take place at any given point in time for any person other than ourselves. For my study, this will mean that I treat positions that are taken up or projected to be fluid, and I must also ask my participants to explain their thinking in a reflexive way as they work to become who they are.

Chapter 4 – Exploring how students become: a methodology

Overview

How we become who we are has been the subject of contemplation for poets, writers, philosophers, psychologists, and many others for millennia. More recently, educational researchers have begun to grapple with this meditation in meaningful ways in many types of learning settings. In an effort to expand this concept and to understand students' formation of identities through multiple sources, especially interactions with others in the educational environment, this multimodal, qualitative study uses a Discourse Analysis approach via Positioning Theory and the Critical Incident Technique (n=19) to analyse the English classroom learning experiences of marginalized students. Across 4 classrooms in a single, urban Texas high school, this study takes place in three parts: 1. Preparation; 2. Observation; 3. Interviews. As I gathered "rich data" (Given, 2008) from a small sample by employing "ethnomethodological principles" (Garfinkel, 1967; Llewellyn, 2014; Ingram, 2018) across a year of data collection, I amassed a complex set of discourse data. The novelty of this research lies in the nexus of the design, the methodology, and the intersectional findings that follow this chapter. Further to this, while the ecological validity of this work is high, it is unlikely that the results will be replicable in their exact form because of the vastly individual, lived events in each participant's life. For this reason and instead, this "retroductable investigation" expands the methods and theories relied upon in Critical Discourse Analysis when "demystifying ideologies and power through… semiotic data (written, spoken and visual)" (Wodak & Meyer, 2009, p. 3). Thus, the findings in this thesis can be reliably applied to future interactions despite the varying contexts in which such interactions may take place. Moreover, because "it is through talking that we live our lives, build and maintain relationships, and establish 'who we are to one another'" (Stokoe, 2006, p. 470; Drew, 2005, p 74), this research offers critical insights into students' identities work when

they are at the ages of 16, 17, and 18 years young and offer some generalizations on the ways in which educators should be facilitating interactions with and among young people.

This chapter commences by offering an explanation of, and frame for, the research questions that led to the undertaking of the project. Following this line of enquiry is an explanation of each facet that comprises the work (e.g. the context of the school site, a relevant description of the participants, recruitment procedures, and an explanation of the instruments used to generate data). Following these details is a chronicling of the act of transcribing and the procedure undertaken for analysing the transcripts.

Research Questions

The research was driven by these main questions:

How can we make use of the opportunities in the English Language Arts and Reading classroom to address issues of marginalized students' identities work and what do we learn from that?

An important assumption upon which these questions rest is the fact that the English Language Arts and Reading (ELAR) classroom offers teachers the ability to construct lessons that explore issues of identity and self-awareness, to an extent which is not explicitly required within the ELAR curriculum, but which is still entirely legitimate. The research presented within this thesis, therefore, investigates the outcomes of such deliberate efforts by teachers. This work does not attempt to discover whether the ELAR curriculum can be expected to stimulate such benefits as a matter of course. In effect, this study investigates teachers' dialogical choices and students' peer-learning experiences in engaging through an extended ELAR curriculum, or an ELAR+ curriculum. Heidi Mills (2014) explains that "when we are invested in our personal inquiries" as we learn curricula, "we lead passionate, wide-awake lives" (p. xix). Precisely, it is this level of personal connection to learning that teachers in my study are attempting to operationalize with students as they explore poetry and prose literature, especially because personal connection is built into the mandated standards for the classroom as you will see in the

last findings chapter. Heidi Mills goes on to explain in an interview that this collaborative, inquiry-based pedagogical approach includes questions like: "What do readers do and how do readers grow and change? What do writers do and how do they grow and change?" (Volk, 2014, p. 127). If such questions have the ability to engage learners deeply in a literacy lesson, it stands to reason that their identities work will also be impacted. How so and what we learn from such work is the focus of the latter part of my overarching question and informs the polythetic questions that expand the main aim of my work. Moreover, because some of the answers to this overarching question are developing so interconnectedly, it also makes a justification for why I have chosen to structure the thesis as I have, which I will expand on further below. For the reasons expounded upon in the literature review, students who are marginalized are the primary focus of this study because there exists a need for understanding their experiences.

Linked to this foundational assumption that English Language Arts and Reading classrooms offer opportunities to explore identities is the philosophical groundwork for why this work is important. Martha Nussbaum (2010) in agreement with educators wrote that "the most important contribution of the arts to life… was that of strengthening the personality's emotional and imaginative resources, giving [learners] abilities to understand both self and others that they would otherwise lack" (pp. 101-102). Literature and poetry, as integral parts of the humanities and the arts, serve as catalysts to develop such empathic and self-aware traits in people. In a macrocosmic manner, the ethical development of individuals in this way cements the kind of citizenry that is necessary for preserving cultural or human values (like justice and rationality) and furthering the advancement of our civilizations through critical reflection (Nussbaum, 1991). Accordingly and from a larger perspective, my work becomes important by ensuring that educators enrich the lives of their students ethically as they build empathy into their skill set.

Since much research has looked at students' identities as expressed in mathematics, science, and English as a Foreign Language classrooms but not as often in English classes, it felt

necessary to expand the field in this direction. To fill this and the other identified lacunae, and because of their overlapping, elemental nature, the following three expansion or polythetic questions were identified after considering all of the literature that relates to Positioning Theory and marginalization among students:

1. *What, if any, aspects of students' identities contribute to their marginalization?*
2. *What effect do learning experiences have on marginalized students' identities?*
3. *What effect does positioning have on the marginalized experience for students?*

To contend and explore these queries, data were gathered during classroom interactions by way of video-recordings, collected classroom work, questionnaires, and one-to-one audio-recorded interviews, some of which included stimulated recall, with both students and teachers. Matching lesson plans (insofar it was possible based on the prior attainment level of participants), in three classrooms provided data that became the subject of analysis. A fourth classroom followed a different lesson plan focusing on the same topic of tone but was explored through reading and composing poetry. Each research question was posed for a different methodological purpose and because each offered something of interest. I will now explain those resolutions.

1. *What, if any, aspects of students' identities contribute to their marginalization?*

This question focuses first on whether students contribute to their own marginalization but does not presuppose that this will necessarily happen via the words "if any". Then, the question examines how students themselves affect their own marginalized experience by asking about "what" it is that is contributing to their own marginalization. The question also emphasizes my commitment to championing diversity by centering my work around vulnerable populations (e.g. those who are marginalized). The question is important because the answers to it not only lend educational research the voices of these often-unheard individuals, but also the answers have the potential ability to shape practice for classroom teachers. Born of my experience in working with adolescents (which I focus more on in the following chapter on ethics), I knew it

would be important to focus first on the student in order to start understanding the full picture of how we become who we are. All of the research questions are student-focused, but each question focuses on a different aspect of the student experience. More specifically, this first question focuses on how the student her/himself/themself contributes to their marginalization while the second question looks to the learning experiences as having an effect on the student.

2. *What effect do learning experiences have on marginalized students' identities?*

This question seeks to understand how learning experiences (i.e. the ELAR+ curriculum: literature, writing, poetry, Socratic dialogue, etc. and dynamics in the classroom like behaviour management techniques) affect students' experiences. This, thereby, shifts the focus outside of the student toward the standards that drive the instructional design of the lessons that are taking place in the classrooms. The last question, informed by the theoretical underpinnings developed in the last chapter, seeks understanding from other individuals in the classroom.

3. *What effect does positioning have on the marginalized experience for students?*

This question investigates the impact that interactions with others has on the students' marginalized experience as seen through the acts of positioning found in dialogic interactions. Because positioning focuses as much on how others position you as well as how you may position yourself, this question also emphasizes the importance of language.

To be most clear, these three questions allow me to examine three different aspects of student identities work. Put another way, the first question is looking at self-labelling, the second question is looking at experiences, and the third question is looking at positional, discourse interfacing. All three questions are connected by marginalization and are underpinned by power relationships as they relate to aspects of identity or in other words, Critical Theory.

Methodological Overview

A plethora of methodological approaches apply to the study of classroom interaction and have influenced my own dealings with data in this study. For example, Discourse Analysis, Conversation Analysis, Discursive Psychology, the Critical Incident Technique, Critical Discourse Analysis, and Critical Ethnography have all informed parts or aspects of my design and analytical understanding. Necessarily, though, it should be said that each of these different areas did not all carry the same weight, but instead as I make clear in a section for each of them below, all added some critical aspect to this report. As will have been made clear from the Theoretical Perspectives chapter above, the complex, interconnected methodological approach I explain below is dominated most heavily by Positioning Theory.

Initially, the research design was influenced by the ethnomethodological principle that underpins Applied Conversation Analysis. That is, that naturally occurring data is the starting point from which viable discourse analysis stems. Eventually, though, it came to be that I began to focus on what was interesting in the naturally occurring data and what interests me. (Hence, the importance of describing so deeply my positionality as a practitioner-researcher in the ethics chapter.) In consequential ways, this moved me further away from Conversation Analysis, though there were other aspects of the theory that influenced the presentation of my data, and which I will describe further below.

As I examine the range of approaches that played a role, however small, in my research, as they apply to the analysis of discourse that underpin this work and that have transformed my interpretations of classroom interactions, it is important to note that the novelty of this study lies in the uniqueness of the design. Unambiguously, I present the shortcomings of the various methodological traditions and expound on my responses to such criticisms. I begin with a brief description of Discourse Analysis, clarifying some of the terminology that has become problematic within this vein of analysis before moving into an explanation of the aforementioned

aspects. As a caveat, in an effort to avoid redundancy, you will not find a discussion of the terms "hegemony", "marginalization", or "identity" in the methodological section—though they do impact on the methodology—because the choices to use these expressions are predicated on my decision to use Positioning Theory as my dominant theoretical structure and because a discussion of the terms can be found in my Literature Review. Similarly, though, I do end this section by linking to Critical Ethnography. The methodological implication of being a practitioner-researcher is covered critically and cohesively in my ethics chapter (Chapter 4).

Discourse Analysis (DA)

Discourse Analysis (DA) is a "cluster of related methods for studying language use and its role in social life" (Potter, 2008a, p. 218). Because it is an interrelated concept of methodology, it is the fabric base onto which all of my other methodological strands are sewn. As different disciplines like philosophy, medicine, anthropology, theology, sociology, and others wrestle with analysing discourse, there have been many kinds of DA that developed alongside each other (Ingram & Elliott, 2019). Hence, it is important to clarify that the form of DA that most influences my methods is that which was born in linguistics. The linguist, Zelig Harris, conducted linguistic research in the early 1950s wherein he endeavoured to deduce the meaning of sentences by the sentences arranged around them (Potter, 2008a). Following his work, linguists John Sinclair and Malcolm Coulthard studied classroom interaction and used the term Discourse Analysis for the first time (Potter, 2008a). Consequently, educational researchers have taken up this methodology and have applied it to many kinds of classrooms. In particular, a number of studies concerning classroom interaction through dialogic analysis in science classes (Gruber & Walsh, 2020; Russ, Lee, & Sherin, 2012), non-native or English as a second language classes (Nuñez & Palmer, 2017; Scott, Mortimer, & Aguiar, 2006; Broner & Tarone, 2001), history classes (Oteíza, Henríquez, & Canelo, 2018; Sherry, 2016), and mathematics classes (Ingram, 2018; Xin, Liu, Jones, Tzur, & Si, 2016) have become more commonplace. Native

English literacy and language classes appear as contexts for DA, but not nearly as often at the high school level as other content knowledge areas and even more rarely as part of whole class interactions (Thein, Guise, & Sloan, 2015). Most importantly, the constructionist tradition of DA that concentrates on the manner in which psychological phenomena—like dialogue—become live in human practices around learning and which are associated with Mulkay, Gilbert, Potter, and Wetherell (Potter, 2008a) is the tradition that I have come to rely most heavily upon.

Unfortunately, DA is not without its faults. DA approaches are often criticized for simplifying and reducing data because they categorize patterns of speech without taking into consideration many of the contextual forces that are taking place in interactions, like storylines, role relationships and norms (Wooffitt, 2005). To account for the complexity and dynamisms of classroom interactions in the utterances of speaking participants and to address this shortcoming, I rely on Positioning Theory (PT). As explained in my Theoretical Perspectives chapter section, this work draws upon PT because it is decidedly concerned with context and role relationships. Furthermore, as you will observe in my Findings chapters, I purposefully organized the transcripts of dialogue by social contexts, thereby reducing this challenge faced often in DA research.

As has become a standard in the type of classroom discourse analysis that I have conducted, the naturally occurring patterns of discourse interaction are most often the focus of collected classroom data. This may include the common pattern of initiation-response-feedback (IRF) and/or it may mean students' side-conversations around the topics with which they have been presented. Whatever the stimulus for interaction, DA views language as "never neutral, because agents seek to accomplish things when they speak or write" (Elliot, Fairweather, Olsen, & Pampaka, 2016). Discourse analysis is predominantly concerned with exposing or uncovering the tactics that agents of language are utilizing so as "to produce particular effects, as well as unintended effects of communicative acts" (Elliot, Fairweather, Olsen, & Pampaka, 2016)

whether intentional or subconscious. Importantly, it should be noted that there is no reflection of absolute truth or reality (Banister, Burman, Parker, Taylor, & Tindall, 1994) in DA and as such, claims about underlying meanings, attitudes, or beliefs should be avoided without direct reliance on the discourse itself. It is precisely this critique that DA fails to represent the ideologies that underpin different forms of talk and text that I confronted in my Pilot Study.

Methodological Revelations from the Pilot Study

Prior to conducting my pilot study, my intention was to broadly analyse the speech and writing of students and teachers in the classroom, looking for patterns or themes that assembled around characteristics commonly associated with identity. The initial intention to take a DA approach was based on Vygotsky's (1978) theoretical portrayal of language as having dual psychological functions: to make sense of a given experience and then to share such understanding in order to understand experiences collectively (Muhonen, Rasku-Puttonenen, Pakarinen, Poikkeus, & Lekkanen, 2017). Additionally, I intended to subject the collected discourse from a classroom to the Functional Analysis of Children's Classroom Talk (FACCT) framework that Kumpulainen and Wray (2002) developed. However, observations during the pilot study and early attempts to analyse the data confirmed that I would need a different slant if I were to more accurately capture the identities work that was taking place before me. Contrastingly, the pilot study confirmed that ethnomethodological principles like those advanced by Garfinkel (1967) would be helpful in understanding my research questions. Furthermore, it was established through the pilot study that investigating language in social contexts as it is used (Wetherell, Taylor, & Yates, 2001) would be a boon in my work to understand identities' formation. Yet, I recognized that I needed to refine the methodology if I were to glean significant findings from what was occurring in classrooms. Consequently, I focus on Conversation Analysis as a framework that is based on the components of Discursive Psychology that I employ in this research.

Conversation Analysis (CA)

Though there are significant theoretical differences from Positioning Theory, which I will explain shortly, aspects of the methodological tradition known as Conversation Analysis (CA) were particularly attractive to me in the analytical phase of this study. Let it be known here that this work is not a work of Conversation Analysis nor do I consider myself to be a Conversation Analyst. Instead, I found aspects of applied conversation analysis in other studies to be invaluable in my design and analysis.

For example, approaches to CA, leaning on Goffman and Garfinkel's ethnomethodology tradition, view talk as socially ordered and highly organized (Hutchby & Wooffitt, 2008). Not to be confused as a reflection of ordered "innate cognitive structures of language"; rather, the orderliness of talk reflects a "socially organized order of interpersonal action" (Wooffitt, 2005, p. 59). The ability to rely on talk as a trustworthy sociological representation of interaction is an important assumption when investigating aspects of power, hegemony, and marginalization. More specifically, because conversation obeys certain rules and procedures in regard to sequenced turns of talk, CA's weighted importance in focusing on who can speak, when they can speak, and what they can say, based on performed utterances that perform particular activities in the interaction where they occur (Wooffitt, 2005) aligns with Positioning Theory. While I agree with CA that analysis of interactions is interesting in their own right, I deviate from CA in that I use Positioning Theory to postulate on participants' intentions, motives, or interests. In order to avoid the slippery slope of bias interaction with data, I rely on the CA method of focusing on the actual language used in interaction most often. Additionally, I practise the feature of CA analysis that draws on context only if participants orient to it through their dialogic interactions (Schegloff, 1997). Moreover, it is understanding how participants orient to the meanings and activities of interaction that is important (Wooffitt, 2001; ten Have, 2007; Sidnell, 2010). Like CA and because it is particularly challenging when you are a participant in

your own research not to allow your own mindset and biases to affect the analysis, I avoid an etic analysis, which reveals more of the researcher's own conceptual framework. Instead, I am in favour of an emic analysis, that draws upon the participants' conceptual frameworks (Silverman, 1993; Ingram, 2012) and do therefore employ such an analysis in this work.

The main sources of data in studies that use CA are video and audio recordings and the transcriptions of such interactions because they offer features like false starts, hesitations, and voice overlaps that offer information about the actions being performed in the interaction (Wooffitt, 2005). I use the same main sources but differ from CA in that I extend beyond this data to include questionnaire data collected specifically to capture experiences around perceived discrimination. In conjunction with CIT and Positioning Theory, this data would likely be rejected in a CA-only study but has proven useful in studies that combine multiple modes of analysis (see Strivers, 2015) like my own.

Another constituent idea of CA that has proven helpful in my analysis is the notion that Drew and Heritage (1992) describe and which reflects that talk is both "context shaped" and "context renewing" (p. 18). These ideas align with the idea of storylines that were described previously in the theoretical perspectives chapter. Before moving to describe how Critical Ethnography and Discursive Psychology principles have influenced this work, I would be remiss not to mention that the main limitation of CA applies to my study in that comparably, there is an inability to generalize findings because of the individual nature of the context being investigated. While I have now dealt with this idea twice in this thesis, I offer the following new postulation in response. Quite a bit of educational research attempts to categorize and make generalizable phenomena that deals with people. While there are similarities in our lived experiences, I hope with my research, to call attention back to the idea that as people, we are individualistic by virtue of our curated identities. Thankfully, I am able to take such individualistic instances of positioning and take a macroscopic view of how such findings might best fit classrooms at large.

Just as Conversation Analysis elevated the rigor, validity, and credibility of my study so too does the employment of the Critical Incident Technique, which melds with the psychological foundation set forth in Discursive Psychology (DP). As you will note, CA and DP are commensurate in many ways.

Discursive Psychology (DP)

Discursive Psychology (DP) researches through discursive interactions the mental states such as knowing, remembering, or feeling, and the meaning they have for the participants (Wetherell, 2007). Because DP also examines the manner in which participants use descriptions of mental states to perform social actions (Wooffitt, 2005), I use this approach, especially in my methods for interviewing participants one-to-one and in regard to my third research question. That is, I ask students to describe their thinking about incidents that have taken place and that are observed in an interactional sequencing. Furthermore, as discursive psychologists include identity as partly formed through expressions of "interpretative repertoires" (Potter & Wetherell, 1987), this sociological and psychological approach to understanding aligns with the main function of my work to understand identities' formation. Finally, I borrow some of the Jeffersonian transcription system codes used often in both DP and CA because they mark "features of the delivery of talk that have been found to be relevant" (Potter, 2008b) when engaging the Critical Incident Technique. Additionally, to add a considerable check for objectivity, I engage both Critical Discourse Analysis and the Critical Incident Technique.

Critical Discourse Analysis (CDA)

Rather than the theoretical approach to examining the role that language plays in society, Critical Discourse Analysis (CDA) as I use it here, refers to the methodological framework that qualitatively focuses on the linguistic analysis of spoken or written texts. Just as DA developed simultaneously in different parts of the world and through different disciplinary environments so too did CDA. In the 1980s, European linguists Norman Fairclough, Ruth Wodak, and Teun

van Dijk curated basic tenants of this tradition while James Paul Gee influenced CDA as a theory and methodology in the United States of America (Weninger, 2008). The methods of analysis within CDA are diverse, but "what unites all scholars engaged in CDA is a critical perspective that is geared toward examining the subtle ways in which unequal power relations are maintained and reproduced through language use" (Weninger, 2008, p.146). Education as a field of research is no stranger to CDA, which points to discriminatory tendencies that play out either in visual semiotics or spoken discourse especially when systematic biases are at work in uttered language (Weninger, 2008). Due to its pedigree in linguistics, as a methodology, CDA analyses texts for grammatical structures; I have done so in my analysis. Consequently, I make mention of grammatical structures to inform the analysis in my Findings chapters. Specifically, I point to pronouns for communal inclusion or exclusion purposes of marginalized individuals and I refer to various parts of speech to signal a range of communicative acts by those who are often 'othered'. Doing so is in line with CDA's "explicit commitment to furthering social justice" (Weninger, 2008, p.147).

The rise of CDA's legitimacy in the social sciences has also ushered in a considerable amount of scholarly critique. I respond to two of the most influential critiques through my own design. I deal with a third chief critique by pointing cyclically back to my theory. First, CDA is accused of lacking methodological rigor in data selection/elicitation and therefore permits, and possibly even encourages, the researcher(s) to be guided by their own biases throughout the investigative progressions (Weninger, 2008). To combat this acknowledged reality, I have employed the use of an adapted Critical Incident Technique and argue that the facets of Conversation Analysis I exercise and have explained offset the critiques that CDA lacks rigour and includes undue bias. Additionally, in my reflexive ethics findings chapter, I highlight my biases. Second, CDA is criticized for highlighting discourse that does not reflect people's ability "to resist or subvert powerful discourses" (Weninger, 2008, p.148). My rejoinder is to direct

attention again to the elements of Conversation Analysis that I commission in this project. In further response, I refer the suspicious reader back to my research questions, which seek to objectively understand internal and external forces that impact on identities work not subjectively one or the other. Third, because CDA claims that "no linguistic form has intrinsic ideological function" (Weninger, 2008, p.148) and yet researchers in their analysis are "able to 'read off' the manipulative intent of [language]" (Weninger, 2008, p.148), I allude once more to the inclusion of transcription as an important part of the methods used in Conversation Analysis. Quite literally, the reader can transparently see the data upon which my findings are grounded, choosing to either accept or decline the analysis as written. Finally, to address many of the other power dynamics that take place in my work, I offer the following explication of my employment of elements of Critical Ethnography after foregrounding the importance of the Critical Incident Technique in my methodological and analytical phases of the research process.

Critical Incident Technique (CIT)

The Critical Incident Technique (CIT) was born of organizational psychological qualitative research methods. John Flanagan, under the patronage of the United States Air Force, developed the CIT for the Aviation Psychology Program that sought to develop procedures for selecting and classifying aircrews (Flanagan, 1954). Essentially, the CIT is an arrangement of procedures to utilize when collecting and analysing direct observations of human behaviours (Borgen, Amundson, & Butterfield, 2008). Following the recommended list of five steps as closely as your project allows is recognized as increasing the methodological rigor of qualitative studies by cementing credibility or trustworthiness checks and has been showcased in many social science, medical science, and humanities disciplines (Borgen, Amundson, & Butterfield, 2008).

Since its inception, many researchers and analysts have described the five major procedures in different ways. However, Borgen, Amundson, and Butterfield (2008) succinctly offer the best interpretation:

> *Step 1: Ascertain the general aims of the activity to be studied*. In essence, this becomes the research question—the activity or psychological construct that one wants to observe or have participants self-report.
>
> *Step 2: Make plans and set specifications*. Flanagan described four specifications to be decided on: (1) defining the types of situations to be observed or reported, (2) determining the situation's/experience's relevance to the general aim, (3) understanding the extent of the situation's/experience's effect on the general aim, and (4) deciding who will make the observations or whether participants will self-report.
>
> *Step 3: Collect the data*. Data collection can be done by direct observation of people performing a task by supervisors or experts in the field or through participants recalling past incidents or experiences and describing them in face-to-face interviews. When data collection involves an interview, it is important for the interviewer to start by establishing rapport. The interviewer then proceeds to gather the critical incidents that helped or hindered participants, their importance or meaning to participants, the outcome of having employed the critical incidents, and an example (if possible). In a CIT study, the size of the sample is determined by the number of critical incidents gathered, not the number of participants. Demographic information is usually collected at the end of the interview.
>
> *Step 4: Analyse the data*. This involves (a) determining the frame of reference that arises from the use to be made of the data, (b) formulating the categories

through an inductive process, and (c) determining the level of specificity or generality to be used in reporting the data. The narrative form of a CIT study is that of categories with operational definitions and self-descriptive titles.

Step 5: Interpret the data and report the results. To determine the trustworthiness of a CIT study's results, a series of nine credibility checks have evolved:

(1) audio- or videotaping the interviews, a check that ensures accuracy and provides descriptive validity;

(2) interview fidelity, where a CIT expert listens to a sample of interview tapes to ensure that the method is being followed;

(3) independent extraction of critical incidents, where someone independently extracts critical incidents from 25% of the interviews;

(4) exhaustiveness, that is, tracking when new categories stop emerging from the developing category scheme;

(5) participation rate, that is, the percentage of participants who cited incidents in a particular category (a participation rate of at least 25% is required for a category to be considered viable);

(6) independent placement of incidents into categories, where an independent judge places 25% of critical incidents into the category scheme and calculates the match rate (a match rate between 75% and 85% is needed for the categories to be considered credible);

(7) participant cross-checking, that is, a second interview with participants to review the accuracy of the critical incidents and categories developed from their first interviews;

> (8) expert opinions, that is, inviting experts in the field to review the categories and comment on their utility, what is surprising, and what is missing; and
>
> (9) theoretical agreement, that is, making explicit the assumptions underlying the project and comparing the category scheme with appropriate literature. Using these credibility checks makes the method more robust by helping to ensure that the results more accurately reflect the situation that has been studied and by situating them in the broader research and professional community. (Borgen, Amundson, & Butterfield, 2008, p. 159)

In my own study, I have followed this procedural list of directions as closely as possible, acknowledging that I was constrained by the realities of being a single research student with a limited amount of time. For the sake of transparency and validity checking, and in an effort to emphasize the methodological rigor of this project, I explicate my own decisions in regard to each of the steps herein.

First, in reference to Step 1, the main research study underwent scrutiny by my supervisors, an ethics review committee, and two examiners by way of the Transfer of Status process at the University of Oxford. The general aims and research questions were proposed at each of these stages and it was agreed upon that both observations and participants' self-reporting would take place, which addresses Step 2.4. Second, in reference to Step 2.1-2.3, I defined at the start of the study that whole class and student-to-student classroom interactions would be the types of situations observed and reported; furthermore, I created the lesson plan that was generally followed in the classrooms as a stimulus/catalyst for student conversations around identities' work and formation in order to interact with the general aim of the study. In reference to Step 3, data was collected through video-recorded observations of classroom interactions by

way of two cameras on opposite sides of the room. I sporadically selected students with whom I conducted one-to-one interviews, which were audio-recorded (responding to Step 5.1); the rationale for this is explained below. A rapport was always established first and was made easier through my connection to the school site, which I draw upon in my reflexive positionality and ethics chapter immediately following this one. Moreover, because power, language, and emotions were topics of conversation, it was important that I strive for ethical interview practices (Rolland, Dewaele, and Costa, 2010). Interviewees were selected by virtue of being available (i.e. present in the class) or because I was able to pinpoint an interaction that seemed significant when viewing a part of the data. Sometimes, interviewees were selected because the teacher in the classroom specified that the student might provide insightful answers. Yet still, sometimes, interviewees were selected because that student verbally offered when the whole class was asked who wished to participate in a one-to-one interview. In these sporadically selected interviews, the use of a semi-structured interview schedule (Appendix H) was relied upon whilst also sometimes being enhanced by use of the technique known as stimulated recall (Slough, 2001), wherein I would replay for participants a critical incident that had been previously identified. Regrettably, as a lone practicing teacher/researcher, I was not able to review all 180 hours of video-recordings collected before interviewing participants during the academic-year-long project in which I was some of the students' teacher; hence, the rationale for sporadically identifying interviewees. The choice to wait for teachers to learn students' names, to set up routines, for class sizes to balance, and curriculum sequencing to be appropriate for the designed lesson around tone meant that it was 7 months into the roughly 9-month school year before the week-long video-recording stage of the study took place. Admittedly, it was also difficult to manage finding the time to be present in my own classroom while maintaining awareness of the dynamics taking place in my three colleagues' classrooms. Decidedly, these factors took precedent over a full fidelity to stimulated recall because of the impact on positioning. That is,

my theoretical framework relied upon an established student-to-student (Context 1) and student-to-teacher (Context 2) relationship in the classroom and in order to be considered naturally occurring; this responds to Step 5.9. Demographic data was collected after all interviews took place from both the school district and via students' self-reporting. The Everyday Discrimination Scale Questionnaire, which will be discussed further in the Methods section of this chapter, was broken into parts and administered from the beginning of the school year all the way through the end of the interviewing stage. In reference to Step 4a-c, video-recorded interactions, questionnaires, audio-recorded interviews, physical classroom task work, and all other data were analysed after a complete viewing of all that was collected. Consequently, I was able to forge categories using an inductive reasoning process as I noticed 19 critical incidents clustered around the intersections of expressed gender and sexuality. This was unsurprising because Erik Erikson explains that in the fifth stage of psychosocial development, most common among adolescents, that there is "the involvement of two identities: the sexual and the occupational" (McLeod, 2018, p.1). "According to Bee (1992), what should happen at the end of this stage is 'a reintegrated sense of self, of what one wants to do or be, and of one's appropriate sex role'" (McLeod, 2018, p. 1). Furthermore, this stage of development is concerned with the virtue of fidelity (Erikson, 1968), which featured as a major theme in the reading that was a catalyst for discussion. You may find the tables in Appendix B helpful as they quantify the number of students who identified as straight versus those who identified as lesbian, gay, bisexual, transgender, queer, intersex, asexual, pansexual, and so on (by way of the distinction: "Not Straight").

As a tribute to the narrative form of CIT, each of the Critical Incidents that feature as an excerpted transcript in my Findings chapters are given categories with operational definitions and self-descriptive titles to further clarify the researcher's thinking. Finally, in reference to Step 5, I have already mentioned how Steps 5.1, and 5.9 were addressed in the study. Steps 5.3, 5.6, and 5.8 were acknowledged in that my supervisors examined and pored over the data that are

presented in the attached Findings chapter. As experts in their field, they have highlighted what is surprising and what is missing from the various components of what I have presented. They function independently from this research and have agreed on the positionings I point out. Step 5.2 is not possible because of a lack of access to a CIT expert, funding, and time constraints; however, my supervisors are experts in analysing videos and I have used models of the technique from published works as a substitute. Step 5.4 looks for exhaustiveness of data categories. In an effort to complete the Doctor of Philosophy degree in a reasonable amount of time, I had to make a deliberate choice to stop parsing the data for new categories, settling on the social contexts and gender/sexuality intersection that I have identified. I determined my coding scheme was saturated when I could no longer identify instances of marginalization indicated through discourse markers around gender/sexuality. Indeed, there were other possible areas of analysis that I identified outside the focus of this specific thesis. Therefore, other intersectional groupings will be viable for returning to in future research. Step 5.7 took place periodically but was limited by time constraints while Step 5.5 was addressed thoroughly through the Everyday Discrimination Scale Questionnaire, which verifies that at least 25% of students featured in the presented critical incidents also cite incidents in the same particular categories I have identified; 27% of students in my study cited incidents in the same particular categories that I identified. Following the utilization of the CIT, I reflected on the necessity of criticality in my methodological groundwork.

Critical Ethnography (CE)

Based on CDA and founded in the deep-rooted anthropological ethnography tradition, Critical Ethnography (CE) is a relatively recent mode of qualitative investigation that stems from a "dissatisfaction with the atheoretical stance of traditional ethnography, which ignored social structures such as class, patriarchy, and racism" (Cook, 2008, p. 149). Consequently, Critical Ethnography is in an inimitable situation to investigate "power-laden social and cultural

processes within particular social sites" (Cook, 2008, p. 149). It is perhaps Phil Carspecken's *Critical Ethnography in Educational Research* that has been most significant to researchers like me because he outlined assumptions of critical ethnographers. Specifically, these include ideas like: "inequality exists in society, mainstream practices often produce inequalities, oppression occurs in many forms and is most forceful when it involves hegemonic learning, and critical research should engage in social criticism to support efforts for change" (Cook, 2008, p. 148). From a place of principle, it is these set of assumptions which drives the motivations for the final synthesis chapter and larger discussion of this dissertation.

Methodologically, CE seeks to do much of what I have already done in this study and which has been described above. That is, Critical Ethnographers focus on cultural relations by "documenting, understanding, and interpreting the interactions between actors within the site and their references and representations to broader societal structures [in order] to examine cultural forms of oppression and engage people to address them" (Cook, 2008, p. 151). The largest critique of this approach centres on a lack of data, which I have addressed previously. Therefore, this work would be considered a Critical Ethnography were it not for the amassed data set and were I to look more closely at the broader societal structure of the systems that influence the school (i.e. the property values of the homes around the school and the local governance or policy that impacts on regulations in the school environment).

Summary of Methodological Foundations

This section has compared and contrasted the various approaches to analysing the discourse that make up interactions between people. Bridging the rationale for the methodological choices that abound in the design of this research builds on the theoretical underpinnings that inform my work and ground the methods used in this study. I continue this chapter by presenting the pragmatic methods that feature both in the data collection and in the analysis of the data that follows this chapter.

Methods Overview

I begin this section of this chapter by working chronologically through the various methods that emerged and that were employed during my research. I offer general explanations of the instruments I used during data collection and which are a part of the Findings chapter that is included in this document.

Pilot Study

In the initial pilot study, a single English classroom teacher and two of her class periods were selected on the basis that she and her students were a.) willing and b.) offered a learning environment where students who were second-language English learners were encouraged to discuss concepts they were learning in the English classroom in a metacognitive way and through narrative reading. The purpose of conducting a pilot study was to assist in refining the research questions, the data collection methods, and to ensure that the instruments I was choosing to use were, in fact, eliciting and soliciting appropriate interactions in the classroom. All lessons over a one-week period were observed and video-recorded. As the video later allowed me to review the lessons repeatedly, I realised it would become fundamental to my larger framework around discourse. Additionally, I found that once used to the cameras, students' interactions with one another were quite candid. Because I had designed the lesson to focus on both individual identity and the characterization or identity of characters in a short story, students and the teacher made connections between the text and their own lives. I selected students to interview one-to-one after having observed interactions that seemed interesting. Consequently, the number of students I was able to interview due to the time constraints over the school holidays was few but proved valuable. I recognized that though extremely time consuming, it would be helpful to the larger study if I could see students' interactions and select interviews based on interactions that looked interesting. However, I knew that I did not want to skew the research and so relied also on sporadic selection of students for interviewing. Learners varied in regard to their perceived

ability and the topics that were discussed. Consequently, I refined the lesson plan for the larger study to activate students' prior knowledge and made sure to ask guided reading questions that sought relevance with students' own lives. Notably, when students were allowed to process their thinking in their native language before summarizing in English, they gave more detailed responses and also used each other for support in their interpretations of the whole-class interactions that had involved the teacher even if they had previously positioned each other negatively. Thus, I knew that I wanted to include this teacher's classes in my larger study, if possible.

Once I had time to review the collected data from the pilot study, I realised I would need to expand the size of my sampling because patterns were not immediately obvious. Furthermore, it became clear that I would need to diversify participants and teachers inasmuch as was possible given the single research site because there existed too little variation among the conversations that were taking place.

Main Study Design

To make sense of the intricacies presented in the Findings chapters below, it will be helpful to know the precise manner in which the study was conducted.

Split into three parts, the study was conducted over a single school year, taking place from late August until early June. In part one, I prepared the teachers by co-designing the lesson plan with them, discussing all relevant portions of curriculum standards. Additionally, after gaining consent of all relevant parties, it was in this first part that the initial questionnaire distribution took place (this will be discussed further in the Everyday Discrimination Scale Questionnaire section below). In the second part of the study, I video recorded classrooms and distributed and collected the remaining questionnaires. In part three, I conducted the audio-recorded interviews and then closed the study by collecting school-reported demographic data (to include grades/marks for each student, race, biological sex, ethnicity, languages spoken at

home, special education status, and so on). I chose four classrooms with students who were labelled as either "on-level", "advanced placement", "gifted and talented", "dual credit (college credit receiving)", "special education: modified", and "special education: accommodated". Essentially, the sample for the main study was a volunteer sample. Because I was focusing on interactions among students and their teachers, I selected teachers with varying levels of experience in the classroom. Additionally, I wanted teachers who were familiar with the storylines of the school campus, which often sees a high turn-over rate of teachers. In Appendix C, you will find participating teachers' self-reported and institutionally-reported demographic information and relevant years of experience compared to their years at my research campus site.

The number of Critical Incidents (C.I.s) was not predetermined. Initially, classrooms were going to be treated as Case Studies; however, in the first instance/round of analysis, C.I.s emerged as being most suited for my purposes. Four suitable teachers from a single school volunteered themselves and their classes to participate in the study. Over five days, eighteen class periods were video-recorded: three from Mrs. Angelou, three from Ms. Anzaldúa, six from Ms. Lorde and Ms. Oliver's co-taught classroom, and six from Mr. Shelley. The vast majority of video-recordings were made without the researcher present to preserve the natural interactions between students and teachers and to be as unobtrusive as possible. In my own classroom, however, I became a participant in the data. The reason I use the pseudonym Mr. Shelley for myself is explained below. To aid in preservation of naturally occurring interactions, the two cameras in each classroom at opposite sides of the room were set up three weeks in advance of the actual recording in an effort to get students and the teachers used to them. The 5-day lesson plan was meant to take place at the same time for all teachers but was asynchronous in the end due to fire alarms in different buildings, teacher illness, and lock-down drills.

The nature of identities work means that detailed descriptors that are relevant for all participants involved in the research should be made available. Accordingly, Appendix C lists

self and school-reported details about each of the students who feature as part of a Critical Incident across all three Findings chapters. Whilst helpful to understand partial storylines and repertoires at play at the research site, knowing about the campus itself will also prove beneficial to understanding the Findings chapters that are reported below. In addition to the information below, Appendix E may also serve as a helpful point of reference.

Context (School Site). The urban Texas public high school that served as my research site has more than 60% of its students receiving a free or reduced-price lunch. The enrollment count at the time of capture was 2,642 students across grades 9-12. The collected demographic breakdown of the campus and statistics related to students' collective scores across various populations can be seen in Appendix C. For reference, the high school includes two magnet school programs, which are traditionally established at low performing schools to recruit students from higher socio-economic means in an effort to raise standardized testing scores (Klauke, 1988; Betts, Kitmitto, Levin, Bos, & Eaton, 2015). Recognizably, the sharing of this information influences how the data is interpreted both by the reader and the researcher. I include them herein not to sway the reader but instead include them as a frame to reference against what students and teachers report as part of their own "identities" (see Appendix C). In this comparison, the research focus is placed back on the relevant points that participants raise rather than what I do as the researcher.

Participants. Though I pseudonymize the teachers, it may be apparent to the keen observer that the surnames are all names of poets; in fact, they are my favourite poets. I have maintained matching genders. That is, 4 teachers identify as female and one, myself, identifies as male. Students' names were chosen at times to attempt to preserve cultural or ethnic origin as well as gender and then other times not. The decision to not match the aforementioned descriptors is an attempt to assist the reader in becoming aware of their own biases as they read. The following charts, ordered by alphabetisation of last name, indicates the number of students

in each class compared to the number of students who chose to participate. In total, 294 students consented to participation.

Table 2

Mrs. Angelou's Participating English Classes		
Class Period	**Total # of Students in Class**	**# of Consenting Participants**
Period 1	20	17
Period 2	22	17
Period 3	31	19

Ms. Anzaldúa's Participating English Classes		
Class Period	**Total # of Students in Class**	**# of Consenting Participants**
Period 1	20	19
Period 2	29	27
Period 3	32	22

Ms. Lorde and Ms. Oliver's Participating English Classes		
Class Period	**Total # of Students in Class**	**# of Consenting Participants**
Period 2	24	12
Period 3	28	13
Period 4	26	12
Period 5	19	14
Period 6	23	10
Period 7	6	4

Mr. Shelley's Participating English Classes		
Class Period	**Total # of Students in Class**	**# of Consenting Participants**
Period 2	20	18
Period 3	24	23
Period 4	18	13
Period 5	22	19
Period 6	16	16
Period 7	22	19

As I have not made explicitly clear prior to this point, now is appropriate to explain that for one of the classrooms there are two teachers because though there are on-level students enrolled in that course there is also a significant number of students who require additional support by way of accommodation or modification to the curriculum. This classroom was Ms. Lorde's, as teacher-of-record, and Ms. Oliver's, as special education co-teacher. The lesson plan was changed in this classroom at the request of the teachers but with my support as the researcher.

The Lesson Plan in 3 of the 4 Classrooms. On the first day, students and their respective teacher(s) recalled information about tone and how to identify it and then read an article written by a teacher about the importance of being able to hone this skill. On the second day, students were asked to think about tone and its role in their daily lives through a written reflection. If time permitted, the classes reviewed the guided reading questions that related to the short story that they would begin reading on the third day. On the third through fifth days, students read the short story "The Interpreter of Maladies" by Jhumpa Lahiri, answering questions and engaging in conversations around the topics presented in the narrative. A copy of a possible script that was provided to teachers at their request is available in Appendix G. No teacher followed the script exactly; instead, all of the documents were used, and variations of the probing questions were asked, but each teacher presented the material in their own, authentic way—adding to the drive to make the data as naturally occurring as possible whilst using the lesson plan to enable opportunities for students to engage with the topics I needed within the confines of the ELAR curriculum.

The Lesson Plan in 1 of 4 Classrooms. Days 1 and 2 in Ms. Lorde and Ms. Oliver's classroom were the same as the other 3 classes above. However, Days 3, 4, and 5 differed from the aforementioned classrooms in that students were directed to write a poem that captured their own individual identities. Day 3 expected students to draft a cohesive piece of writing about aspects of their lives that were important to who they were. Day 4 focused on reading poems as model examples of abstract expressions of the self and students began drafting their own poetry. On Day 5, students were asked to polish their poems and possibly add a drawing or other artistic representation to their writing to begin their discussion on the importance of form and structure as elements of poetic writing.

Data Collection

Video-Recordings. As mentioned earlier, video-recordings by way of two cameras at the opposite end of each classroom were used to collect interactions that would then be transcribed for further analysis. The choice to use two cameras was in order to collect overlapping audio that might be missed by one microphone while also collecting physical gestures like smiling or frowning, eye movement, hand raising, and any other semiotic gesticulation that might prove analytically interesting. For many years now, the school district has installed and encouraged teachers to use a class-wide microphone system. Initially, it was included in classrooms to aid students who have hearing impairments. Broadly, though, the system now is appreciated by all students in the classroom and internal research has found that students' recall of information is higher. Luckily, it proves useful in an auditory away across the videos; however, it does make for an interesting power dynamic. For example, in one of the classrooms, Mrs. Angelou passes the microphone, which is normally worn around her neck, to students who indicate that they wish to speak to the whole class. It is not a consistent practice in this particular classroom, however, and the practicality of always moving physically to a student who wishes to ask a question aloud or share an idea is difficult. I mention this for two reasons. First, passing the microphone was one of Mrs. Angelou's stated observations in her interactions with students' in the classroom during her one-to-one interview and second, it does not appear in any of the transcribed Critical Incidents that feature in the Findings chapters. It is relevant, though, in that students are used to having various technology in the classroom. The hallways in the school are also video-recorded for security purposes. Though there may have been an amplification of Mori and Zuengler's (2008) "observer effect", based on the meaningful and candid interactions caught on camera, it appears to be diminished as students eventually reverted to otherwise "normal classroom behaviour" (Ingram & Elliott, 2019, p. 180).

One-to-One, Audio-Recorded Interviews. One-to-one interviews were conducted in the hallways outside of three of the classrooms that were in physical buildings. Ms. Lorde and Ms. Oliver's classroom is in a portable or portacabin, so I conducted the interviews with their students just outside the ramp that leads up to the classroom. Luckily, weather did not negatively affect any of the interviews. In an effort to establish a rapport with all of the students in the study, I regularly visited the classrooms for different intervals of time throughout the school year, offering students assistance with their work. There were likely issues around authority in some of the interviews that were conducted. In attempting to level this power dynamic, all interviewees were reminded that short of admitting self-harm or having been harmed in the interview that their responses would be held in the strictest of confidence. I explained that if I were to use something from their interviews that I would anonymize their name, anyone's name they used, and as many of the other identifying factors that were not essential for the reader to know. Furthermore, I explained that participants would have the option of deleting or allowing me to keep the recording. Consequently, at the end of the interviews, I asked each person whether they wanted me to keep or delete the file. In three instances, participants from three different classrooms asked for me to delete the recording; I did so. For my own students, I told them that I would not read any of the EDSQ information that they provided until after the school year was over. The interviews, which followed a semi-structured interview schedule (see Appendix H), have proven helpful to understanding students' engagement with the third research question, in particular. Otherwise, the transcriptions of classroom interactions have been the most reliable and salient data collected.

Transcription. Johansson (1995) stated that authenticity, which maintains the nature of the interaction as it occurred, in transcripts, was vital because they would preserve information that would later be used by the researcher and would therefore also need to be useable and adaptable to new data. Although there are many styles of transcription presentation, I chose one

of the most common layouts to present my own research. In the vertical arranging of turns, I present speakers' chronological speech acts. This looks similar to lines in a drama/play. Ochs (1979) postulates that this format may bias the reader by encouraging them to see the speakers as having equitable roles in the discursive interaction. To address this complexity, I use a style of the well-known Jefferson Transcription System. In Jefferson's (2004) Jeffersonian Transcription Notation, as it is sometimes also called, the analyst is able to present overlapping speech characteristics by way of special symbols in order to highlight features of the interaction which would more clearly show the semiotics that might be lost otherwise. These may include differences in laughter, in-breaths or expelling of air, and so on. Additionally, Jeffersonian Transcription also focuses on timings of speech. However, the emphasis on timing marks, rises and falls of pitch, and speed of speech did not prove useful to my own analysis and interpretation and so have been omitted. I have included a chart detailing the notation stylings that I have used in the excerpted transcripts in Appendix K. In many of the Critical Incidents that I have transcribed, students whispered their conversations. Jeffersonian Transcription includes the degree symbol (°) around whispering, but I found a different method to be more useful. Whether the students attempted to hide their interactions from the teacher or not was unclear. I did include notations about whispering by way of curly/flower brace symbols ({}) when it occurred for the sake of validity as I did many other contextual factors. Another important choice I made during the presentation of my data and subsequent analysis that should be referenced is that I chose to offer my own analysis after the transcripts rather than before them so as to offer the reader a chance to make their own interpretations without undue influence. As a matter of organizational writing, I do offer the reader a focal point just before reading in a brief introduction. Finally, I transcribed the students' and teachers' words using American spellings to further signal and honour another aspect of their identities whereas in the rest of this document I have attempted to write using British spellings (as mentioned in the editorial note below the Table of Contents).

Data Analysis Procedures

Application of the Critical Incident Technique. In an effort to begin to deal with the massive amount of data that were collected, I employed the Critical Incident Technique, as was described in the methodological section above, to my video-recordings. As I watched all of the 180 hours of video the first time through, I made notations in my journal about interactions that took place. Among the patterns to emerge were those around race and skin colour as intersecting with cognitive ability, physical ability and characteristics of personality, religion and race and sexuality, and gender and sexuality. Once I reached the point of saturation at nineteen (n=19) Critical Incidents identified by the discourse around relationships, I then began to analyse the positioning taking place around the gender and sexuality-based interactions that I identified in the data. To be most clear, it became apparent that students who were not straight mentioned their relationships or had their relationships mentioned far more often than their straight/heterosexual peers. Furthermore, there were exclusion criteria I employed to identify a Critical Incident. First, in order to qualify as a Critical Incident, the interaction had to mention a student's sexuality in more than two turns. In this manner, I was able to make a case that the student was being treated as 'other' or being marginalized to some degree because as I came to find, the majority of interactions wherein a straight relationship was mentioned did not receive the same attention that non-straight participants' relationships did.

Transcription Analysis. To analyse the transcripts, I paid particularly close attention to the pronouns chosen. Where there are shifts in tense by way of verbs or other discourse markers, I make mention of them in my analysis. Other words that indicate interaction around positioning as were described in the literature review and theory sections of this writing also appear in the analysis and offered description of the Critical Incidents. Regarding thesis space limitation, I had to make a choice about how much to include as part of the transcript that is included below. By including short, relevant extracts, I am purposefully conveying that these interactions in

particular are important, though this may indicate bias on my part. It is my hope that by being transparent about this that I am reducing this reality. Furthermore and because of space limitations, I refer to these same extracted transcripts in the last findings chapter. In doing so, I do not have to further increase the word count by duplicating them. The reason for referring to them again is because the context and lens for analysis will have changed.

Finally, I have chosen to refer to myself in the third person as Mr. Shelley in an effort to remain as objective in my analysis as possible. Especially because so much time has elapsed between the collection of the data, my transcribing of the data, and the analysis of the data, this technique felt as though it was highly effective in allowing me to view interactions and occurrences from a new perspective.

Other Data Generation Instruments

In addition to the curriculum documents, I asked students to fill out the Everyday Discrimination Scale Questionnaire (EDSQ), which was broken into different parts and administered at various points throughout the school year in order to avoid questionnaire fatigue. The EDSQ used is an adapted version of Williams, Yu, Jackson, and Anderson's (1997) resource that has been tested for validity and reliability many times over in many professional disciplines (see Krieger, Smith, Naishadham, Hartman, & Barbeau, 2005; Taylor, Kamarck, & Shiffman, 2004). The EDSQ is a questionnaire that measures perceived instances of discrimination based on participants' own understandings of identified discrimination and seeks to understand those perceptions. An example of the one used in my study can be found in Appendix F. As stated in the methodological section, it provided a reliability check against the Critical Incidents that I was identifying as also being raised by participants (27%). Additionally, students were asked to self-report their demographic information after all of the video-recordings and audio-recorded interviews had been conducted. Finally, it may be helpful to see a visualisation of which

instruments addressed each research question; therefore, I have included Appendix D as such an aid.

Structure of the Findings chapters

The reason for not adopting a more traditional composition model (such as of one Findings chapter for each research question) is two-fold. First, because a single excerpt can include answers to all three research questions (as I show below), it would make for monotonous repetition in the final write up. Second, the range of different types of experiences that were revealed by students in their 1. interactions with their own concepts of identities, 2. within the curriculum by which they were learning, and 3. in their interactions with others through discourse would be severely limited were I to attempt to separate them apart from how they were taking place in a single, given interaction because it is exactly this intersectional dynamic of the marginalized experience that I am attempting to understand. However, I understand the need for actively and actually developing the thesis. That is to say, I recognize the importance of directly addressing the research questions explicitly as they play out in the Findings chapters. Consequently, I sign-posted responses to my research questions throughout my analysis. Doing so allowed me to focus less on the minute answers to the research questions and more on the larger, broader impact on teachers' practice so that I could link recommendations and suggestions.

Reliability & Validity

Qualitative Research and its validity and reliability are widely discussed and disputed but are rarely mentioned in conversation analytic research (Ingram, 2012). For the purpose of reiteration and in order to illustrate the worth of this project, by including the data alongside the analysis by way of the transcription (Seedhouse, 2007) and the order in which the analysis is presented alongside the Critical Incident Technique, I have attempted to make this work as reliable and as valid as is possible within the stratum of qualitative research. Furthermore, this

work does not attempt to fit within the framework of quantitative methods. Hence, parallel terms to describe the trustworthiness of this work are used in place of quantitative terminology.

Qualitative research is best suited to capture the nature of identities work as it played out in this research site because it maintains the natural and individual nature of what took place. Accurately and richly describing such data and occurrences makes this examination of phenomena credible (Saumure, 2008). Consequently, the qualitative methods concept of 'confirmability' applies to this exploration as well. The interpretations I offer in the Findings chapters will match the data that I have paired with it; therefore, this study is qualitatively rigorous (Saumure, 2008). The research I have conducted is 'transferable' rather than 'generalizable' in that its "applicability to different contexts (broad or narrow) can be reasonably confirmed" (Saumure, 2008, p. 896). Moreover, it is less important in qualitative methods to maintain high 'reproducibility' of data in a study because 'dependability' is more realistic at capturing phenomena from "a constantly changing social world" that can be dependably understood so that other researchers "can attempt to collect data in similar conditions" (Saumure, 2008, p. 897); this examination of marginalized students' experiences does just that.

Procedural Ethical Considerations

My work underwent multiple iterations of ethical scrutiny by academics in the field of educational research at the University of Oxford between the pilot study and the main study. Further to this, the study follows British Educational Research Association guidelines on working with human participants. All vulnerable populations are protected through anonymization and pseudonymization of data points that were presented. No one was coerced into participating and all sampling was essentially collected by way of volunteerism. Ethics, though, is not only a set procedure for tick-boxing; rather, ethics are often best addressed through processes centred on reflexivity in addition to the formulaic, procedural review. For this reason

and others stated before now, I conscientiously consider the ethics in this study in the next chapter of this thesis; the rationale for the placement of this chapter is discussed therein as well.

Chapter 5 – Findings related to reflexive ethics in identities work research

Introduction

The moral principles that govern a researcher's behaviour while conducting a study is of primary interest to audiences when evaluating the efficacy and validity of a body of investigative work. Specifically, it is the deontological or duty-based ethics that weigh heavily on the effectiveness and successfulness of research. As I reflect on the nature of my understanding of marginalized students' identities work in English Language Arts & Reading classrooms and on the ethical choices I made throughout all the phases of my research, I am reminded of Plutarch's ancient Greek allegory, "the Ship of Theseus". As you may recall, the founding king of Athens, Theseus, slays the mythic Minotaur on the island of Crete. Upon his return to Athens, it was decided that to pay homage to his victory and bravery that his ship would be sailed annually to Crete from the Athenian harbour and then back to Athens. Over the centuries that followed, the wood and other parts to the ship rotted and rusted and were forced to be replaced so that eventually no original piece remained. The thought experiment queried, is it still the same ship (Ship of Theseus, Oxford, n.d.)? The same question can be extended to us, as sentient beings living across time in different localities with cells that are dying and being replaced constantly. Is there a central self?

At the centre of my research self, I endeavoured always to be ethical to the highest degree that was possible. This meant that I was duty-bound to the procedural ethics that expected me to gain the initial approval for research study from my university/departmental ethics committee (Reid, Brown, Smith, Cope, & Jamieson, 2018) but also meant that I would necessarily adopt a framework of categorical ethical principles that generally expected that I would "always treat persons as ends in themselves and never solely as means" (Howe & Moses, 1999, p. 21) throughout the research process. The interplay of ethical principles and the consequences of such moral behaviour must be considered at all times because of the precarious nature in which they

interact. Guillemin and Gillam (2004), for example, acknowledge that many complex issues occur in the moment of "practice" (p.262) as the research process is unfolding and well past the access and commission of research work that has been given the procedural go-ahead. For this reason, they suggest using the "bridge of reflexivity" to cross from procedural ethics into process ethics (p. 275). This bridge allows for transparent metacognition on the part of the researcher to ensure that ethical standards are adhered to throughout the research process. To distinguish the influences and potential biases at work within research is of utmost importance for the qualitative researcher concerned with both quality and ethical reflexivity. Therefore, I draw the outlines of this ethics chapter herein to reflect that until this final thesis was submitted, this chapter was considered protean, for it was treated in the research process as such.

Overview

This chapter on the ethics employed in this study is intended to both explore the choices that have influenced the research, methods, analysis, writing up, and presentation choices that are adopted in this thesis and to serve as a set of findings in itself. I begin with a brief discussion of the line of ethical enquiry that led to moral philosophizing before focusing on my positionality in the study and the guidelines for both teachers and researchers. I go on to highlight the importance of transparency and the necessity of defining the nexus of civil discourse, criticality, and respect. Then, I offer a brief treatise on the difficulty of power dynamics at play within the study. Additionally, I mention the relationship taxation on participants, the self, the data, the analysis, and the interpretation. I offer my reflection on the difficulties and struggles I encountered in being part of my own data set, the subsequent analysis, and the placement of this chapter within the final thesis as part of the findings of this research study. Finally, the section ends with a brief discussion of the varying degrees of ethics around anonymity, storage of data, and the publication of findings.

Driven by Enquiry – The Morality Questions

After designing the study around the research questions, I found myself asking even more questions around the ethical implications of my work. Predominantly, I wondered: How will participants be affected by taking part in this research? Because I was familiar with Beauchamp and Childress' (1979) philosophical principles of *autonomy, non-maleficence, beneficence, and justice* known in biomedical ethics, I knew that I wanted to ensure fidelity to these attitudes within my own work. Consequently, I knew that my participants would need to be afforded the ability to make their own individual choice about whether and how or not they wished to participate (autonomy). Furthermore, I knew that I wanted the lesson plan to align with the required outcomes set forth by the Texas Education Agency for the grade-level curriculum so as not to do any harm to forthcoming standardized testing and students' college or vocational preparedness (beneficence and non-maleficence). Additionally, I knew that I wanted to capture a fair and accurate representation of the identities work that would take place across all types of senior-level classes (justice; equity); this aligned with the research goal of not wanting to change students' experiences too much so that I could examine such work in a 'natural' context. While I made decisions aligned with my ethical obligations, I also understood that there were further ethical decisions that would weigh on my actions in the study. For example, the following questions became a well-spring of both my ethical intentions and the subsequent findings of my practice (It should be noted that I have purposefully not numbered the following questions so as to avoid an innate, ordering of importance in the mind of the reader.):

Focusing on my participants

- How can I recognize and treat students as having their own ways of talking about themselves while at the same time needing to use labels that are adopted in the literature to describe them?
- How should I continuously incorporate elements of choice to empower agents involved?

- How do I avoid exploitation of relevant self-growth for all participants involved while still reporting observations so as to add to the field of educational research?

Focusing on my own positionality

- How can I be both faithful to the research process and to my occupation as a teacher?
- How thorough must my ethics chapter be in order to both find a balance and address the tension between ethics as a methodological aspect of my research whilst also being a contribution of my research?
- When, where, why, and how should I deal with ethical issues as they permeate my research?

The answers I settled on to the questions above appear in the writing below as findings. The importance of emphasising the answers to each of these questions is complex. A key component that makes these ethical questions worthy of the attention I give them in this chapter is that ethics underpin the foundational concept of free, accessible education for all. Engstrom and Tinto (2008) found in their research that "access without support is not opportunity" (p. 46). Both researchers and educators are obligated to ensure that students and participants in classrooms, and thereby studies that involve classrooms or students in general, have access to the learning opportunities afforded to them with effective, managed support systems if they are to actively be receiving the opportunity as promised to them. Failing to consider the tensions that arise within ethical deliberations is an act of marginalization in itself. Therefore, I present the answers below as another articulation of my thinking and as an act of removing marginalization from the educational environment.

Positionality: Practitioner-Researcher

At the outset of the study, I had not planned to be one of the teachers that would feature in my own study. However, upon contacting the research site—the school I had taught at prior to beginning the degree of Doctor of Philosophy journey—their need of a senior-level English

teacher with my credentials was made known to me. Knowing that I was a participant, the reader may choose to evaluate the research below from a limited/specific mindset; however, it is my hope that my being a participant only expands the interpretation, rather than limiting or invalidating any part of it. Necessarily, there will be dynamics at play which I must account for, and do, in what follows.

Before moving forward to parse the relations around gate-keeping, colleague interactions, and the rest, it should be made known that it is a key underlying tenet of this qualitative research that all data is subject to interpretation. This interpretation is subject to the assumptions, perspectives, and filters of the researcher. Consequently, it is my hope that this ethics chapter reveals enough of these/my lenses so that the research enhances validity despite the double hermeneutics of being both a teacher and a practitioner-researcher.

Ethical Foundations of Teachers and Researchers. Whilst university-based educational researchers' actions are regulated by multiple bodies like internal ethics committees (e.g. CUREC or IRB) and external institutions such as the British Educational Research Association (BERA) or the American Educational Research Association (AERA), teachers as professionals in the field each day are also influenced and bound by the internal ethical policies set forth by local authorities and school districts as well as larger institutionally driven mandates. For me, this meant that I was to adhere to both BERA standards and to the Texas Education Agency's Educators' Code of Ethics (Appendix I). This document is set forth in Texas Administrative Code (law) "to provide rules for standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community" (TEA, 2018). Authentic engagement or interaction among students necessitate that any number of things can take place. Because it is not possible to control or plan for such interaction, nor even desirable, it is the expectation of the ethics-bound educator that they have a deep, internalized understanding of this code and can implement their own moral judgement when

needed. The research written about in this thesis looks at naturally occurring interactions that take place in classrooms. Consequently, it is possible that each time a teacher interacts with a student that there is an element of ethicality being employed. Student to student interactions are less managed by outside authorities, though a Student Code of Conduct is often in place in Texas schools as it was in mine. Accordingly, students may engage in the use of language that includes profanity or behaviour that causes managing by the teacher. There are also risks around students talking about topics that could raise similar ethical responsibilities. For example, how they were being treated by another student. As I will discuss in the section on power dynamics below, this can create ethical dilemmas for the action-oriented researcher who seeks to empower students rather than to perpetuate marginalizing forces.

Importance of Transparency

Perhaps most important to the ethics process is an adherence to transparency. To reiterate, I recognize knowledge creation through a constructivist design. That is, from an epistemological perspective, the researcher creates meaning through existing structures of understanding. Subsequently, I found and corroborate other scholars' work that finds that the legitimacy of research is elevated when it is clear what decisions and ideological underpinnings are at play within various aspects of the work. For example, much published research is written at a highly specialized content knowledge level, but many authors labour to produce writing that is explicitly clear versus creating writing that is only understood by those within the educational academy. My effort is the same. That is, I venture to be explicit and clear about my work in this writing just as I attempted to be clear and apparent with my students in the classroom.

First, the actual video-recording of the classroom interactions did not take place until the second half of the school year. This was purposefully designed in order to allow teachers and students to build a rapport with one another. Though many students were eager to take part in the study, there were many who were not eager. From the outset, in all involved classrooms,

students were told that there would be no incentive for participating just as there would be no penalty for not participating. Second, as you will recall from the methodology chapter, students were told that they could revoke their willingness to participate at any time and were reminded before, during, and after all classroom video-recordings and audio-recorded interviews; some students chose to exercise that right, but they were still happy to have the rest of their data included in the study. Third, meetings were held for parents to ask questions about the research that would be undertaken and students were encouraged to ask questions of me about the research prior to the start. All of the ethics-related documents that sought consent to participate were cleared through the standard committee process and outlined the aforementioned conversations with parents and students. Thus, I find that communication at all levels is especially important in identities work research.

On intersectionality. Kimberlé Crenshaw coined the term 'Intersectionality' in 1989 and describes it today as "a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other" (Steinmetz, 2020, p. 1). Because this thesis uses this concept as a foundational idea for working with identities, it is important to consider its implications for ethics. First, by using this idea as a keystone of my work means that from the start, I believe that there are forms of inequality present in the educational experience for students.

Second, I must be aware of the exacerbation of my own intersections and how they expose my own perpetuations of inequality in order to avoid their reproduction, especially in the findings. When asked in a recent interview how the average person could employ this strategy of understanding identities' intersections, Crenshaw's response was that "Self-interrogation is a good place to start" (Steinmetz, 2020, p. 2). Therefore, I am inclined to say that I wrestle with my own intersectionality as both a former student, as a teacher, as a sponsor for student-led activities within the school, and as a researcher, to name a few. Specifically, I found myself

challenged in facing the tension that occurs when I am confined within the regulations around any one of these facets of my own identities. In practice, this looked like my desire to change aspects of the research process midway through the study because I had found a lesson that I thought my students may enjoy better. In this example, the tension between being a researcher and being a teacher is brought to the foreground; at this intersection, was I to remain faithful to the design or was I to shirk the process and switch the lesson? Furthermore, in practice I have often used discussion of aspects of my personal life (particularly around struggles) with students who are looking to me for support with their own difficulties; at this intersection, I wonder: am I to remain faithful to the social-distance required as a professional (teacher) or should I offer transparent, relevant examples of my own personal life? Thankfully, though I present the questions in a binary format, as I have found—identities, like many choices, are not binary. Rather, when an intersectional tension arises, it is the reflexive awareness of all of one's narratives that allows a person to employ ethical/principled and creative decision-making in such strained moments. That is, when confronted with changing a lesson during research, I choose to make a note to offer the lesson as an enrichment activity so that students get both (should they so choose, providing them with agentic movement) or when confronted with students who are seeking humanities-advice from their humanities-teacher that I point to fictional narratives that have played an important role in my own personal life, explicating why. In this reflexive awareness, I must also confront my own biases that are at play. To further construe the examples above, I had to face the bias that fidelity to my research design played out as more important than the day-to-day practice. I also faced the bias that I believed my own lived experience would be helpful for struggling students when actually, it may not have been especially because the privileges that I was afforded may not be relevant in their lived experience. Weaving together our identities and the ethical actions available at any given time makes for a deeper understanding of who we all are and increases empathy in our world in powerful ways. Thus, using reflexivity

as part of the methodology and on-going ethical perspectives of this study and as a cognitive being in all aspects of life ensures a dedication to exposing the ways in which our world, especially the education system, reproduces inequalities, even if/when they are implicit and unrealised.

It is precisely this idea of implicit and unrealized biases that are likely factoring into this study that keeps me awake at night. For example, is my choice to maintain the common label of Ms./Mrs./Mr. followed by a surname simply a perpetuation of a sexist structure? Alternatively, or most probably additionally, is my decision to provide a label for the LGBTQIAP+ students a further act of homophobic marginalization? Is the choice to include the skin colour label going to render this study racist? Ultimately, I have found that my best answer to these questions and the others like it that plague my mind are to be as transparent as possible and to excuse such precipitated necessities by way of explaining the rationale behind including them.

Naming the teachers. It is the common practice for teachers to be called by their last names with an honorific (e.g. Ms./Mrs./Mr.) preceding the name. I chose to perpetuate it because as an institutionally sexist structure, I have learned it as second nature and it was easiest to type consistently throughout the document; indeed, breaking down the *-ist* structures takes diligent work. Furthermore, in maintaining these titles, I am also replicating the 'choice' of the teachers involved as participants within this study, all of whom indicated a gender consistent with such categorisations.

Providing a label for LGBTQIAP+ students. These students are marginalized. Choosing not to 'other' them by way of the label would have made for confusing findings. I am hopeful that this thesis works to dismantle the sexist structures, the homophobic structures, and the racist structures among all of the other deeply problematic systems that work to remove the equal opportunities that all people should enjoy.

Including the skin colour label. In providing the skin colour label next to the race column and next to the ethnicity distinction in Appendix C was done so in an effort to expose the underlying racist facets of the education system. Indeed, Tao's description of his skin colour as "Yellow" (a self-description, not one he would select from a list of checkboxes) is telling when coupled next to his race/ethnicity.

As with each of these examples, and for every example that I have failed to see, I can only say that my intention through this work has been to eradicate marginalization so that everyone has equal opportunity to the basic, inalienable right of an education. I have found through this chapter that when intention is clear, that this is likely to diminish forces of marginalization when the intention aligns with such a hope.

Ethics of Incentives

To further the explication of the ethics around incentives, it should be made clear here that students did receive markings (or grades) for the work they produced during the video-recordings. However, the content or the *what* they produced was entirely up to their own creation in an effort to make this a 'normal' practice rather than a scripted interaction. Regarding the audio-recorded interviews, students were asked to sit for an interview during class time that was spent reviewing student-made film versions of the short story they had read. My thinking in structuring interviews during this time was twofold. First, it meant that the interview's impact on the students would be minimised. Second, it meant that the interview may serve as a sort of review of what they had read as I would ask them questions about their connection to the story and their experience in the classroom. Nothing was further assessed over the short story once interviews began taking place. In a few instances, students were absent when called for an interview and so were asked to come after school to sit for the interview. In four instances, I provided students with a pass to utilise the school's late school bus service to get free rides home.

The service is typically reserved for after-hours tutoring, detention, or club/organisational activities.

Framing Civil Discourse, Criticality, and Respect

As was mentioned in the theoretical perspectives chapter of this research, I reject the deficit-approach to understanding the educational experience of students. This is an important ethical choice because it means that my approach to understanding identities sees each individual person as having a unique and individualized experience. Consequently, I avoid grouping similarities or differences for generalizability (as was discussed in the methodological chapter above) in my findings and is the reason I chose to group my findings by social contexts like interactions with peers or teachers or curriculum. Furthermore, in choosing ethnography and other critical discourse as methods, "it is necessary to also capture moments of chaos or conflict, but it is as necessary to write about these in a way that does not harm the persons or community involved" (Nikkanen, 2019, p. 389). Having done so in this work, I realised that I needed to make clear my beliefs about teaching.

Part of my initial teacher training many years ago directed that I should draft a living Philosophy of Education document. In its current fourth version after 8 years of teaching, the preamble elucidates much of the ethics that have taken shape in my work here:

> As a high school teacher, as a community-college adjunct professor, and as a doctoral research student, I have come to know that my teaching must align itself with educating the whole person. Every instructional decision I make in the classroom has to be connected to helping my students become the best people they can be. In my experiences with students, I have learned that we live in a world that has the capacity for deeper meaning. In teaching to explore this deeper meaning, I strive to engage all of my students in practicing the art of writing fluently and effectively and in the tasks of critically reading, speaking, and listening. Moreover, my main objective in teaching is to enable

> my students to become ethically bound writers and people for their writing community by being open-minded, culturally aware, socially sensitive, and critically engaged (unpublished Riser, 2019 – See Appendix J for the rest).

I include this excerpt in order to reflect that even though this research was not a treatment designed to impact practice via a listing of directions for teachers to follow, it *was* designed to impact the practice of interacting with students by providing examples of conversations that have directly affected young people. Like most educational research, this work was formulated in its embryonic beginning to positively influence the field of education. It is not enough, though, to have hoped that the research would do good in the world. Rather, a consistent, reflexive examination of the choices being made throughout all phases of the study is what will have ensured its success.

Power Dynamics/Relations

Precisely, it is in thinking about the relational dynamics of power that highlight the next area of ethical decision making. The participants, both students and teachers, knew me as a teacher in the school. This role alone created what I call a *relationship tax* on my interactions with my colleagues, with parents, with my own self, with how I treated and analysed my data, and with the job of being a teacher itself. I discuss each of these further in the appropriately labelled sections below. Before I expand on those concepts, though, it is necessary to consider the overarching power dynamics of my research process in general.

Specifically, the typical silencing of voice that comes when you choose to foreground one voice over another needs to be reviewed. As you will note in the Findings chapters below, there are excerpts from conversational interactions that took place across all four classrooms. I had to choose which voices to portray and which to not transcribe. This *choosing* is not a dichotomy and is not intended to be presented as such. One decision is about which voices I have foregrounded in the presentation of my work in this thesis and the other decision is about which

voices I have foregrounded in the analytic process that included choosing what to transcribe. Thankfully, the Critical Incident Technique and my exclusion criteria explicated in the methodology chapter above assisted me with the practicality of transcription, but the philosophical underpinning requires further addressing. As is evident in the title of this work and from the literature review and theoretical perspective sections highlighting terminology like *hegemony* and *marginalization*, I made a choice early in my research to target participants who are typically not featured in research. These students are often also the lowest performing groupings in the school system. My choice to do this comes from my belief that everyone is deserving of a seat at the metaphorical table. Moreover, just being present at the table is not enough—all must be heard, especially when that metaphorical table is in a public school classroom designated for the equitable access of all. After all, that is the embodiment of Paulo Freire's (1972) idea of 'mutual respect'; this and many of my ideas around dialogic interaction are based on his third chapter's elements of 'true dialogue' in *Pedagogy of the Oppressed*. This is not to say that there is not value in what the students who are not the focus of the analysis are doing; in any case, they do often appear as part of the interactions with those 'marginalized' students who are the focus. (In addition, I also have students who simply did not consent to being part of this research, and their experiences were no less valid either.) Instead, when working with vulnerable populations like many of those who feature in my analysis, careful attention must be paid to them specifically to avoid the perpetuation of systematized prejudice. For example, it was important for the reasons mentioned above to include students who were receiving special education services in my study among other types of students. The teachers for this mainstreamed, inclusive special education classroom felt that the prior attainment of these students warranted a different lesson plan than the one that had been loosely followed in the other three classrooms. Rather than choosing not to include the classes, I instead worked with the teachers to formulate a lesson that would elicit conversation around the idea of identities

while still preserving a natural pacing and adherence to the curriculum standards. This meant that the non-special education students in the classroom would receive valuable instruction too.

A note on labelling. In this section, I labelled my participants using the term 'marginalized' in a way that I have not previously done. Specifically, I am aware of the choice I have made here and do so in an attempt to link this work to other identities work research that focuses on marginalized populations. However, the tension between honouring students' voices and the labels they adopt for themselves versus placing a label on them because it bridges to other work (which incidentally may actually act as a marginalizing force) is still present as I grapple with this phenomenon. This is especially true because of the hidden inequities and marginalization that I have come across in conversation and experience with many students who feel marginalized but do not speak about it and for whom it is not visible (e.g. those around social class and/or veiled disabilities, which prevent them from joining in some activities but other students do not realise, and/or sexuality, etc.)

Monitoring Power and Behaviour Management. Prior to the video-recordings, I had informal chats with my colleague-participants and told them not to worry about managing the classroom to account for the behaviour of students any more than they normally would because I and possibly my supervisors would be the only one watching the videos. Furthermore, I avoid monitoring behaviour in this context because it can lead to a focus on the child's actions rather than on the possible causes or influences (i.e. a boring lesson, hunger, or other contextual factors). In the exit interviews I conducted at the end of the study, they all mentioned that my having shared with them that they did not need "to put on a show" or police behaviour any more than they normally would had given them a sense of peace. In fact, it may have diminished the intrusiveness of the cameras in the classroom and lowered the observer effect for the adults (Ingram & Elliott, 2019). In my own classroom, because I knew it would be myself and supervisors seeing the video, I also did not feel the need to worry about students' use of profanity

any more than I normally would; other inappropriate behaviour like derogatory comments to other students/bullying was also treated in the same way as I would normally treat it in the day-to-day classroom setting. I believe this elevated the authenticity of the interactions that took place, but also it may have contributed to marginalization, and that is problematic because the use of derogatory comments is one aspect of interaction that my research is focusing on as a form of positioning, yet as a teacher my ethical duty is to prevent and sanction these comments.

Relationship Taxation on Participants

Attaining permission to conduct my study was relatively easy. The relationship I had with the school district and the school itself certainly opened many of the gates that would have otherwise kept me back. However, there was a perceived tax regarding my interactions with participants that I felt. First, teachers inherently hold the power in the classroom whether they are trying to express it or not (Ingram & Elliott, 2019; Buzzelli & Johnston, 2001). Adding the title of "academic research" to the "teacher" role only increases this power and further distances participants from you. In a tangible way, I saw this in the fact that for the first time in my teaching career I was not selected as a student's most impactful teacher at an annual awards event. I attribute this reality to the lack of additional time I had outside of the school day because of the demands I had placed on me by myself and others as a friend, brother, babysitter, and continuing education professional. When I was not negotiating and navigating my way through these roles, I was sponsoring the campus' Gay-Straight Alliance. Undoubtedly, this will contextualise my interactions as Mr. Shelley with my class. Furthermore, it will mean that many students who identify as not-straight may feel more comfortable talking to me given this role. For students who had not yet claimed their sexuality but who may realise they are not straight, talking to me may have felt like an act of 'outing' themselves. Additionally, students who disagree with non-straight sexualities, for example on the basis of religion, may have also found it difficult to interact with me. As a storyline within the school, though, it was part of the charter of the student-

led club to build liaising bridges between both the 'gay' and 'straight' communities. Nevertheless, all of these competing narratives meant that my students had less access to me outside of the school day than they did in years past.

Contrastingly, in these various roles, there is a possibility of positive positioning of me as a teacher who did 'win'. Perhaps I served as a role model for other teachers, perhaps there is a potential sharing of goals and mutual beliefs about supporting marginalized students, therefore, I may have served as an ally and/or affected positive, procedural change among the staff. Though there is a rather obvious focus in this thesis on me in isolation, rather than as someone who is working alongside others with similar ambitions for their students, the individuals around whom I worked and relied upon were all extremely supportive and beneficial in the undertaking of this study.

My relationship with my colleagues, as they were participants in the research too, seemed less affected than the relationship with my students, but I still noticed that I was met with some suspicion at department and faculty meetings. Unambiguously, questions about the reason for my return—after having left to pursue a highly prestigious credential—were often fielded. Once I explained that I was collecting data, normal panoptic fears would creep in. To offset this, I did not take field notes openly. Instead, any reflections I had about the day or interactions I had been part of were written in private. Thankfully, the pervasive factor of my being a research-practitioner did not affect the number of social events after work that I was invited to and attended. However, I did find myself having to decide whether or not to text participating teachers on their mobile phones. Ultimately, I chose to keep this mode of contact during school hours because it was preferred. After school hours, I did not send text messages to my colleague-participants when they would have related to the research work.

As for other members of staff, like custodians, administrators, and administrative assistants, they were all made aware that I was collecting data as well as teaching, but those

relationships were largely unencumbered. My previous working relationship with the administrative assistants meant that they were used to my asking questions around student demographic data and or for access to technical equipment (microphones, cameras, and so forth). Thus, when I would ask for any of these items as they related to my research, it was already assumed that I would be exercising the same level of ethical caution toward privacy as was expected of me as a teacher. This relationship of trust, having already been built, is an ethical underpinning that relies upon longevity, or at the very least, that relies upon action over only the spoken or written word (e.g. ethical tick-boxing forms).

Relationship Taxation on the Self

Time and time again I found that time was my greatest limitation. (The only other limitation to rival time was funding. The student loans I have taken in order to attain this degree across the world from my hometown will likely outlast me.)

I needed more time to sleep, more time to reflect, more time to write, more time to meet with supervisors, etc. Often, I was hard on myself for not making more time for family or more time for friends because those are the relationships I felt could take the brunt of my lack of interaction without suffering terrible damage. Then later, I would feel bad for having exploited such relationships. Largely, as I am doing here, I found that it was important to be transparent about my feelings and worries with the people I felt I had acted unjustly toward and they would quell my anxieties, stating that they understood the pressures I was under and that they wanted only to support me in whatever way they could. Truly, my community has uplifted me in all aspects of this work.

Relationship Taxation on Data Collection, Analysis, and Interpretation

In thinking about the analysis and interpretation aspects of my data collection, I would be remiss not to discuss the linguistic positionality of my research. Discussing the "potential issues that may arise in cross-language research" (Cormier, 2018) is key to an ethical

understanding. Gail Cormier (2018) explains first that researchers must be "aware of their linguistic positionality" and must then exercise "empath[y] towards their participants" (p. 329). I attempted to do this by selecting the teacher with the most years of experience in working with English as a second language learners and who is often lauded by administrators for her teaching practices. Noticeably, in her classroom, she interacts with students in multiple languages and encourages them to rely on their native language for understanding when they need to and then to attempt summary in the target (English) language.

Spanish is a language often spoken by students at the school in which I conducted research, but it is not the only language other than English that might be heard. In my data collection, I heard Vietnamese, Cantonese, Russian, French, and witnessed American Sign Language being spoken in classrooms. As I am only a fluent speaker of Spanish and English, I had access only to these languages. As a result, there are power dynamics involved in the translation I offer in the excerpts that appear in the Findings chapters. Additionally, there is an issue here in that students' voices were only being heard if/when they spoke in English or Spanish, meaning that to some extent I was inadvertently marginalizing students throughout the data analysis. With more time and resources (for translators, for example), this issue may be thwarted.

Expressly, I had to decide whether I was going to translate word for word or if I was going to interpret the meaning of what was said. This is a choice that many translators and interpreters face because often there are concepts that have no equivalency in the target language (Cormier, 2018; Santos, Black, & Sandelowski, 2015; Halai, 2007; Pennycook, 2001). For this reason, I chose to translate conceptually, at the sentence level. Since discourse analysis can rely on the lexical choices of discursive participants, I chose not to rely on word-level interpretation when a student was speaking in Spanish. Notably, "conceptual equivalence is preferred for qualitative research since it is a method that translates participants' ideas instead of their words"

(Cormier, 2018, p. 336). To avoid the problem that "words spoken in a minority language and then transferred and written in a majority language…can result in the 'further marginalization of minority voices' (Cahnmann 2005, p. 246)" (Cormier, 2018, p. 333), I have opted to include the original Spanish first in my transcribed excerpts of classroom interactions. My voice as the translator-research-practitioner is italicized and included after the original Spanish. For students whose voice was captured on film in another language, I asked them what their preferred language for the interview was before beginning. In at least two cases, I found that they chose to conduct the interviews in Spanish, re-establishing the power and autonomy of the participant.

Orienting myself in the data set. A difficulty I encountered early on in analysing my data was how to orient myself in the data set. Specifically, as I worked through the transcripts from my own classroom, I struggled with the use of the word 'I' where I had previously provided the teacher's pseudonym. I also found that in using the word 'I' that I was deeply connected to the experience. Thus, as an approach to distance myself and mirror the same formality and patterns that I had employed with the other teachers, I wrote the analysis using my pseudonym, as I described earlier. I found that this worked well and actually elevated my ability to focus on the students' interactions—though admittedly, there was also some attempt initially not to focus on myself. Thankfully, my supervisors were quick to point out this reality and quickly held up a metaphorical mirror for me to see myself. Additionally, I found myself attempting to offer explanation and rationale about and for what I had said in various interactions. Moreover, and especially when the interactions included heightened emotions (see Excerpt 6 in the first Findings chapter), I felt as though I was exploiting the student's self-awareness. Indeed, there were moments where I almost elected not to include the data because it felt as though I was violating the trust of my students who interacted openly in the class. Ultimately, I was able to move past this notion because a) not having done so would mean that I was ranking my students as more important than those in the other teachers' classrooms (which is not the case) and b)

because of the ethics I was employing at the time of data collection and which have continued throughout the analysis and write up, to include informed consent. On a larger life level, I also was sensitive to the idea of pigeonholing myself to a specific type or kind of research that I would be able to do following the attainment of the Doctor of Philosophy degree/credential. Specifically, I was afraid that if my research were focused on "LGBTQIAP+ issues" that it would largely be classified as "identity politics" research that would be dismissed as more liberalism in education. However, I have come to know that my life has greatest value when I am advocating for my fellow human. To that end, there will always be naysayers, fearful that lifting up one group of people will inherently mean that another must be knocked down or taken from. Instead, to them, I offer my own belief that there is enough education for everyone to go around and that actually, there is a benefit for all when all people are given fair and equitable access to learning. Finally, at least for now, being a part of this work also meant that I had to "come out" to the research world; comically, this is assuming that people other than my supervisors and examiners will ever read this work. The implications of this may or may not be obvious to the reader, but one impact I am still nervous about is what this will mean for my safety in a future career should I hope to visit a country wherein homosexuality is illegal, for example. The same nervousness could be extended to working for an institution whose value set misaligns with my personal choices; after all, individuals who work for private, religiously connected schools continue to be removed from their job postings in the United States when it is discovered that they identify as part of the LGBTQIAP+ community. Nevertheless, these aspects of my identities are important in this context and for this analysis of the data in this study.

Additionally, in at least one examination of this work, it was mentioned that because of the objective manner in which I discuss students' dialogue (i.e. clinically or hyper-methodically) that it may appear that I am removed or disinterested as a practitioner; this could not be further from the truth. I care deeply about my students, but I am also torn as a researcher in how I make

relevant the findings from my classroom and those of my colleagues. Subsequently, I have found that addressing this appearance of robotic treatment of students' experiences in this ethics chapter by advocating for researchers to have space to do so provides a further check on the viability and the validity of the study. Perhaps, too, some of the removed aspects of the researcher versus the student is magnified because of the abruptness of the end of a transcript wherein students are actively being marginalized and the juxtaposed formal beginning of discussion. Nevertheless, it is important to mention here in the ethics section that it is necessary to treat students' voices and experiences worthily by not attempting to immediately pacify occurrences of marginalization that appear for the reader. As a side note, I have kept in touch with the students in my class from this study beyond the school year in question, and they are all doing generally well—even amidst the global pandemic we all face at the moment of writing.

Orienting the actual ethics chapter within the thesis. Deciding where to place this ethics chapter, which points to my positionality as a research-practitioner who appears within his own data, was also a difficult struggle in the composition of this thesis. If I assume that readers are like myself when reading theses, then I trust that they will skip to the findings after reading an abstract before considering any other sections to read. If I assume readers are like what I expected my students for many years to do, then I expect they will read chronologically from start to finish. Therefore, I eventually decided that I needed to place this chapter as a Findings chapter so that it would be read for its impact on classrooms and research in the future. It is worth noting that initially I did attempt to hide this ethics chapter as an appendix because I was worried that revealing my participation in the study might skew my audience's perceptions of the work as valid; however, I have settled on this chapter's placement herein and believe it strengthens the work in its entirety.

Varying Degrees of Anonymity

Given that my identity as the researcher in this study has been made available to the audience, it serves to reason that anonymity is potentially compromised to at least a small degree in this research. Furthermore, as identifying factors are given for all of the teachers involved, it would be feasible that someone could correctly identify these individuals. For this reason, teachers were told that their names would be pseudonymised and kept as private as possible but that their names could not be entirely protected.

Students, on the other hand, would be next to impossible to identify, even given the identifying information because of the sheer size of the school. With nearly 3,000 students, and the fact that not all identifying factors were revealed, students are likely to remain anonymous. There is always the chance that a participant will attempt to locate themselves within one's research (Ingram & Elliott, 2019) and so should be taken into consideration. Thus, students were told on multiple occasions that it was their choice to remain as part of the study whenever sensitive topics were discussed. In total, 14 students left the study after beginning; this was for various reasons. These students' data were destroyed entirely (i.e. artefacts shredded and encrypted files permanently deleted) and were not used in any part of the study.

The Ethics of Storage and Collection Amounts of Data

Often researchers face the question: How much is enough data? It was certainly a thought running through my head on more than one occasion especially because I knew that it would not be financially achievable for me to return to collect more data in the event that I found I did not have enough. Ultimately, it was really the reassurance of my supervisors after I collected the week's worth of video-recordings across the four classrooms that helped me to know I had enough. Additionally, I had to factor in the artefacts or classroom work collected and the audio recorded interview files. Nevertheless, I came to recognize that research fatigue on my own psyche as well as on that of my participants would likely set in if I were to subject them to more.

The challenge of where to store all of the recordings was addressed in the procedural ethics committee review with the university. That is, all identifying information was kept on a personal, encrypted and password-protected hard drive. Eventually, the data that includes the likenesses of participants (i.e. the video-recordings and the artefacts with students' real names) will be destroyed based on the standard retention time for such items. Anonymized transcripts, though, will be acceptably retained through publication indefinitely (Ingram & Elliott, 2019).

Conclusion

In the same vein of understanding identities work as a patchwork quilt or beautiful mosaic much like the ship of Theseus, I think of ethics as a personification of a similar narrative character known as the Tin Man from L. Frank Baum's *The Wonderful Wizard of Oz* story. In the way that the Tin Man was made up of varying pieces of tin from different moments in time, so too was my study an amalgamation of ethical choices pieced together at various stages. Along the research road though it was more English cobblestone than yellow-brick, I too, found that my heart (metaphorically) was ticking along as I worked to add empathy and understanding of identities into educational research. In the next chapter, I hope to further expand the field by highlighting forms of interaction between students and teachers as I convey the next set of findings in this study.

Chapter 6 – Findings related to students' identities as they interact with a teacher

Introduction

In this chapter, I illustrate how either alignment (e.g. when an act of positioning is accepted) or misalignment in positioning (e.g. when an act of positioning is not accepted but is reflected back in a changed manner) plays out in discursive incidents between students and their teacher. Among an awareness of other positioning acts and the realities of gender and sexuality, holding these notions of acceptance or shifts in positioning as your focus will be of benefit as you read the excerpted transcripts below. (As a reminder, transcription conventions used in the extracts below appear in a legend that is provided in Appendix K.)

Mrs. Angelou's interactions

Mrs. Angelou is asking students as part of a whole class discussion to consider the tone of a short story they have just finished reading over multiple days in small groups. At the beginning of the week, she attempted to activate students' prior knowledge on the concept of tone by reading an article with them around the topic. They found that tone is the author's attitude toward whatever topic is being focused on versus mood, which is the audience/reader's attitude toward the topic. Furthermore, students reaffirmed that readers are able to identify tone within a written work by focusing on the details that are provided and the connotations of the words that are used. In the week prior to Critical Incident 5, Mrs. Angelou and students worked to further their understanding of characterization in narratives. These two ideas traverse one another as the teacher asks for concrete examples of tone and a student offers her interpretation.

Excerpt 1: Critical Incident 5 – Megan (1st period) speaks to the whole class (responding to the teacher)

1	Mrs. Angelou:	Just one (uh) one person. Who can tell me what tone the author has around this idea of Mrs. Das' infidelity? {acknowledging Megan's raised hand} Megan?

2	Megan:	Well I think the author is compassionate or at least sympathetic toward Mrs. Das because we're supposed to see her as alone or like lonely.
3	Mrs. Angelou:	Sympathetic. Compassionate. Okay. And how do you know that we are supposed to see her as alone?
4	Megan:	Um, well, because where like it says that she isn't close to her parents or when she is tired and her husband just comes home to bounce the baby on his knee while she's been alone all day sort of.
5	Mrs. Angelou:	Very good examples of diction to support an isolating or lonely tone. Does that elicit any feeling toward Mrs. Das (for you), Megan?
6	Megan:	I mean, like I think she should be able to live her life. {laughs lightly} I mean personally I wouldn't want to cheat on my own girlfriend, but I also don't have the kind of complicated relationship that Mrs. Das has with her husband. So who am I to say, really.
7	Mrs. Angelou:	You're lucky you and your girlfriend don't have these kinds of problems or um COMPLICATED RELATIONSHIPS! An excellent motif to identify. And I think you're right on the money with the tone. Great job, Megan. {teacher continues talking to class at large}

In Excerpt 2, Mrs. Angelou employs her epistemological authority regarding tone as she validates the answer that Megan offers. In the first turn, Mrs. Angelou positions herself as having the authority by calling on Megan, who has volunteered to respond. In the second turn, Megan positions herself as having an appropriate answer to the question and positions herself as part of the classroom community through her use of the pronoun "we". Mrs. Angelou accepts the communal positioning via her positioned authority—including herself by using the same pronoun—after revoicing the words "sympathetic" and "compassionate" in turn 3. She goes on to probe Megan further, asking for textual evidence that they might rely upon in order to prove that the tone is in fact sympathetic or compassionate. After Megan offers answers in turn 4, Mrs. Angelou in turn 5 positions her as having the correct answer and positively reinforces her classroom contributions by saying "very good". It is at the end of this turn that the teacher asks Megan about her mood or her feeling as the reader toward Mrs. Das. In her response, Megan positions herself as having a girlfriend on whom she does not "want to cheat". Though she

distances her own self from the character in question in this manner, she also expresses that the character (Mrs. Das) should have the autonomy "to live her life". In the last turn of this excerpt, Mrs. Angelou accepts the student's positioning (and her personal response to the work) and reinforces the idea that she has done a "great job" in her analysis of tone in the reading. She also positions Megan as being "lucky" because she and her girlfriend do not have similar "complicated relationships" like the characters in the short story. She emphasizes the words "complicated relationships" because it has been a recurrent theme in the classroom and is part of the storyline around human nature in this classroom. In this instance, we see an answer to research questions 2 and 3 developing in this excerpt; that is, the teacher has the potential to affirm or deny positioning by way of her authority and it is through the acceptance of the student's initial positioning that we see the student drawing connections to her own life.

Ms. Anzaldúa's interactions

Similar to the situation above, the students have just finished reading the same short story that chronicles an unfaithful relationship. Josie tells Paloma just before she reads the short story aloud that her girlfriend makes fun of the way she reads in English. Paloma offers an encouraging word before they commence reading. In the interaction that takes place below, Josie and Paloma switch between speaking Spanish and English as they work toward responding to questions about the text. Specifically, they are also focusing on tone and mood. Ms. Anzaldúa interacts with the students in this small group setting.

Excerpt 2: Critical Incident 6 – Josie and Paloma (1st period) speak to each other and the teacher

Note: Where speakers are speaking in Spanish, the English translation is provided after the original Spanish and is placed in italics. In turn 15, Josie speaks to her teacher in English and resumes speaking Spanish with her classmate.

14	Ms. Anzaldúa:	Una vez que resuman en español, también traten de hacerlo en inglés, por favor.

		Once you summarize in Spanish, also try to summarize in English, please.
15	Josie:	Ok. Miss. {The teacher walks away.} Entonces la esposa engaña y luego le dice a este chico porque quiere sentirse mejor, pero él realmente no sabe qué decirle ella y los monos atacan y luego vuelve a sus mismas vidas aburridas. *So the wife cheats and then she tells this guy because she wants to feel better, but then he doesn't really know what to say to her and the monkeys attack and then it's back to their same boring lives.*
16	Paloma:	Sí. Así lo vi yo. La señora parece sola, ¿verdad? *Yes. That's the way I saw it. The lady seems lonely, right?* {teacher walks near the desk}
17	Josie:	Yes. I feel bad for the lady because I think she just wants somebody to love her like she loves them.
18	Paloma:	That's good. Let's write that. Um. Let's put that down for the question about our feelings. Say it again. {teacher walks near the desk again and stops, observing the interaction}
19	Josie:	Mrs. Das wants the love that she is giving to her husband, but he ignored her. So she is lonely.
20	Ms. Anzaldúa:	Good. And how do you feel about her?
21	Josie:	I feel sad for her. And also, I am kind of mad too. She should have not cheated but he should have paid her more attention.
22	Paloma:	Yeah. I agree. She shouldn't have cheated.
23	Ms. Anzaldúa:	Do you feel bad for her too? Or just upset at Mrs. Das for her infidelity? Her cheating.
24	Paloma:	I think just mad.
25	Ms. Anzaldúa:	Ok. So that would be the mood you have about the tone that is at work in the text. Make sure explain why as you write it up. I think it's a good discussion point for the two of you to talk through.

In this Critical Incident between Josie and Paloma, Ms. Anzaldúa sets forth the expectation in turn 14 that she wants the students to summarize their thoughts in English as well as Spanish. Given that the teacher offers the student autonomy and agentic movement in this action, an answer to the third research question begins to take shape in that such independence would be important for students who are typically marginalized. In the following two turns, Josie and Paloma summarize what they have read, recalling specific details from the text. As the teacher draws near their desks, their agentic movement in being able to speak in Spanish becomes

constrained and Josie, in turn 17 speaks in English to Paloma. It is in this turn that she chooses the word "somebody" rather than a gendered pronoun like "him" even though she has already positioned the character as a woman and "wife" who has a husband in turn 15. In this turn, an answer to the second research question begins to develop in that we see Josie connecting her own life to the short story—a factor that could either conflate or confound her decision to engage in a loving relationship. Despite Paloma's affirmation that Josie has offered fair feelings, when the teacher stops to observe their interaction, Josie—in turn 19—rephrases her previous assertion and instead positions the character very clearly as having "a husband". Here, there seems to be a shrinking away from her connection to the story. Thus, it could be that in Josie's not wanting to be entirely transparent with her teacher about her connection to the story via a same-sex relationship that Josie is then marginalizing herself by avoiding such a connection, offering an answer to the first research question. This raises the question then as to whether she is avoiding because she does not want to connect on a deeper, personal level or is she avoiding the same sex nature of her relationship? In turn 20, Ms. Anzaldúa asks Josie about her mood regarding the characterization they have been discussing to which Josie replies by denouncing the wife's actions and chastising the husband as inattentive. It is the teacher's validation of Josie's contribution to the discussion here that points to the development of an answer to the third research question in that the teacher's positioning of Josie re-engages her in the task at hand, though not entirely re-establishing Josie's connection to the reading. After turn 25, the teacher walks away, but not before she positions the students as having made "a good discussion point".

In the following excerpt, Josie takes part in a one-to-one interview that includes her watching this interaction on video. In the interview she explicates her thinking about teachers who advocate actively for a safe classroom. Between turns 1 and 26 (not included below), Josie and the interviewer are establishing that Josie feels most comfortable responding to the interview questions in Spanish and she begins to answer questions about her experiences in school. Other

turns from this interview feature in different findings sections, clustered around other contexts. That is, Josie's explication of her thinking triangulated with the interactions from the classroom above are explored further in the final Findings chapter relating ELAR standards to students and teachers' experiences in the classroom.

Excerpt 3: One-to-One Interview with Josie about Teachers

Note: The interview is conducted in Spanish at the student's request. The English translation is provided after the original Spanish and is placed in italics.

27	Interviewer:	Bueno, es bien para [sic] saber que no estás siendo intimidado. *Well, it's good for [sic] to know that you aren't being bullied.*
28	Josie:	Sí. Desde el 7º grado, cuando un día, de la nada, el Sr. Oliver le dijo a toda la clase que no toleraría ningún tipo de intimidación de ningún tipo, incluida la palabra gay, o cualquiera que se burlara de otra persona debido a su sexualidad, me volví un poco valiente. *Yeah. Ever since 7th grade when one day, out of nowhere, Mr. Oliver told the whole class that he wouldn't tolerate any bullying of any kind, including the word gay, or anyone making fun of anyone else because of their sexuality, I just got kind of brave.*
29	Interviewer:	Interesante. ¿Valiente cómo? ¿De qué manera? *Interesting. Brave how? In what way?*
30	Josie:	Al igual que porque sentía que había un adulto que me apoyó. Sentí que me hubiera defendido si alguien hubiera intentado algo, y luego comencé a prestarle atención. Aprendes quién está de tu lado y quién no. *Just like because I felt like there was an adult who supported me. I felt like he would have defended me if anyone tried anything, and then I just started to kind of pay attention. You learn who is on your side and who isn't.*
31	Interviewer:	¿De los adultos que quieres decir? *Of the adults you mean?*
32	Josie:	Sí. Es fácil decirlo. Y los niños también. *Yes. It's easy to tell. And kids too.*
37	Interviewer:	¿Qué otras cosas diría que mejoran o mejoran sus experiencias de aprendizaje en las clases de inglés? *What other things would you say enhance or make your learning experiences in English classes better?*
38	Josie:	Una buena maestra. *A good teacher.*
39	Interviewer:	¿Y que hace una buena maestra? *And what makes a good teacher?*

40	Josie:	Alguien que es paciente. Si ella es amable y sonríe. Y yo también pienso inteligentemente. *Someone who is patient. If she is kind and smiles. And I think smart too.*
41	Interviewer:	Paciente, amable, sonríe, y es inteligente. Muy bien. ¿Algo que hace que la experiencia de el em de aprendizaje no sea tan buena o disminuya? *Patient, kind, smiles, and is smart. Very good. Anything that makes the um learning experience not so good or diminished?*
42	Josie:	No me gustan las personas que son groseras con el maestro. Tampoco me gusta tener que trabajar solo. Realmente ayuda cuando puedo hablar sobre mis pensamientos y asegurarme de que he entendido bien. *I don't like people who are rude to the teacher. I don't like having to work by myself either. It really helps when I can talk about my thoughts and make sure that I understood right.*

In turn 28, Josie explains that she is brave as a result of a teacher who denounced bullying, to specifically include homophobic bullying. Because the teacher would have positioned students as worthy of a non-bullied learning environment, this turn begins to develop an answer to the third research question in that it may mean that positioning students based on negative behaviours as outside of the classroom community can have a positive effect on marginalized learners. In turn 30, she explains further that feeling supported by an adult helped her to become more aware of the subtleties in interactions that indicate whether someone is "on your side" or not. Because Josie may make inferences that someone is not on her side because of an aspect of her identities, this turn begins to develop as answer to the first research question in that it may mean that Josie may choose to distance herself if she perceives someone as not on her side. In turn 38, she again identifies "a good teacher" as an aspect of the learning environment that enhances her experience in the school. In particular, this turn begins to develop an answer to the second research question in that it may indicate the dynamics and kind of learning experiences that are important for marginalized students. This is furthered by the turns that continue through to the end. When asked in turn 39 to clarify what qualities make a good teacher, Josie identifies "someone who is patient", "kind", "smart", and who "smiles" as the characteristics that define

such a role in turn 40. Notably, she also marks the gender of the teacher as female in that turn. In contrast to what enhances the learning experience for her, Josie points in turn 42 to peers "who are rude to the teacher" as one aspect that diminishes her learning experience. As we saw in the previous excerpt, Josie highlights that she does not find working in isolation to be assistive to her thinking because in collaboration she is able to verify her thoughts.

Ms. Lorde's interactions

Ms. Lorde sees that Sol is not engaging with the poetry writing task that she has been assigned and attempts to offer support. The writing assignment expects students in the classroom to think about their own life experiences in order to build an abstract picture of who they are for their audience. Ms. Lorde and her co-teacher have instructed students to write about themselves in as much or as little detail as possible on a sheet of paper before attempting to compose a poem. Ms. Lorde approaches Sol's desk and speaks to her in a low enough voice so as not to draw the attention of her peers and they engage in the following interaction.

Excerpt 4: Critical Incident 11 – Sol (5th period) speaks to the teacher

1	Ms. Lorde:	Are you finding it difficult to start?
2	Sol:	Yeah. I don't really know (what to say about myself like you know the) stuff that makes (me) me.
3	Ms. Lorde:	I understand. Sometimes it can be hard to talk about ourselves. It's a good skill to practice though. Can you think about when it would be helpful to be able to talk about yourself when you're out in the world?
4	Sol:	Maybe (like in a) interview.
5	Ms. Lorde:	Yes! Exactly. {1 second pause} I find it helpful to try to picture what other people would say about me when I have to describe myself.
6	Sol:	{Smiles}
7	Ms. Lorde:	What would your mom say about you?
8	Sol:	{2 second pause} Probably that I'm broken.
9	Ms. Lorde:	Broken? Why so? Are you injured?
10	Sol:	No. She thinks that because I'm a lesbian there's something wrong with me.
11	Ms. Lorde:	I see. Well, I can't speak for your mom, but I don't think there's anything broken about you. For example, if I had to write about you to a college, I would probably tell them how

		creative you are. And about how kind you can be when you are working with your peers.
12	Sol:	{smiles} Really, miss?
13	Ms. Lorde:	Really. But that's just little ol' me's opinion. Think about someone who you care about. What about your best friend? What would she or he say?
14	Sol:	Hmm… probably that I'm sassy.
15	Ms. Lorde:	Sassy, huh? Well write that down, it may be {Sol begins writing} important in your poem. What else might this friend say about you?
16	Sol:	Um, tough?
17	Ms. Lorde:	Good. Get it on the paper. Think about all the words people would use to describe yourself as inspiration. But then, you have to decide which of those words fits with how you would describe yourself. That's what we mean when we say identity. It's how others see you sometimes but a lot of it… well, you get to choose.
18	Sol:	{writing} Ok. Thanks.

In turns 3-5 of Excerpt 4, Ms. Lorde explores with Sol the relevance of the activity for Sol's own life as she works to find a catalyst for the writing process after Sol positions herself as unable to think of qualities that would be useful in her writing task. In turn 7, Ms. Lorde attempts to identify adjectives for Sol to use as part of her writing piece, as she has done with other students in the class period: a technique that has been successful throughout the day's lesson and across her other class periods. In turn 8, Sol uses the word "broken", which Ms. Lorde finds perplexing. After seeking clarification, Ms. Lorde hears Sol position herself as a lesbian. In that same turn, Sol also positions her mom as seeing "something wrong" within her. Consequently, Ms. Lorde uses the same word "broken" but rejects and then reframes the narrative and tells Sol that rather than seeing her as damaged or at a deficit that instead she sees her as "creative" and "kind"; this develops an answer to research question 3. In turn 11, Ms. Lorde positions herself as having a right to respond and also positions Sol as a student who will go to college and thereby as a student who has a future, marked by the subjunctive modal auxiliary verb "would". Sol reacts positively to this: smiling. She seeks further validation by asking the teacher if she "really" means what she has said. In the subsequent interaction, the teacher validates that she has meant what she says,

but then she positions herself as of "little" importance. In this turn, it would appear that the learning experience, especially when facilitated by the teacher, has the ability to connect deeply to a student's personal life; developing a response to research question 2. Further in turn 13, Ms. Lorde directs Sol to think of someone who is important to her or about whom she "care[s]". Ms. Lorde reinforces the idea that identity is sometimes formulated by how we are seen by others when she asks Sol to think about how her best friend might see her. Sol's response includes the words "sassy" and "tough" in the following turns, and Ms. Lorde tells her to write them down; Sol is now engaging in the writing process. Sol has moved to adjectives that feature more positively in connotation than broken. Consequently, we see the direct effect that positioning can have on marginalized students. In turn 17, Ms. Lorde positively reinforces Sol's engagement with the activity and positions Sol as a "good" student. The teacher goes on to reinforce the idea that identity is how others see you and she establishes that it is also how you "choose" to see yourself. The interaction ends with Sol writing.

Mr. Shelley's interactions

Mr. Shelley approaches Alexa's and Victoria's desks, where they have been discussing a thought prompt that was posted near the front of the room. After on-task deliberation, Alexa reveals to Victoria that she has not told her dad about her relationship with her girlfriend. Alexa is responding to a word of encouragement offered to her by Victoria when the teacher enters the conversation.

Excerpt 5: Critical Incident 15 – Alexa and Victoria (4th period) speak to the teacher

12	Alexa:	{laughs} I guess that's one way you could see it. I think you're good for me. {laughs} {The teacher is rolling around the room on a chair and approaches the students' desks.}
13	Mr. Shelley:	What are we thinking through here, y'all?
14	Alexa:	We're thinking about the thought prompt on the board.

15	Mr. Shelley:	Very cool. Any insightful news to report? {Alexa looks at Victoria, but her facial expression cannot be seen on camera. No audio transpires.}
16	Victoria:	I was just about to say that students would see me as a round character because I'm interesting and layered but likely also they would see me as flat because I don't feel like there's been much growth to my understanding of myself as of late.
17	Mr. Shelley:	That is insightful!
18	Victoria:	Thank you.
19	Alexa:	Can I ask, what do you mean by layers?
20	Victoria:	Um. Yeah… but… Mr. Shelley, I think we would get further if you weren't here…not to be mean!
21	Mr. Shelley:	{laughs} Ouch!
22	Victoria:	{laughs} We'll be on task; we promise. We're just having a good conversation and your teacher vibe could kill it.
23	Mr. Shelley:	Understood. Okay. I'm going, but I'm always happy to come back! I can be needy like that. {laughs} {students laugh} {teacher leaves}

In this exchange between Alexa, Victoria, and Mr. Shelley, we see the teacher mark himself as part of the group in turn 13 when he uses the pronoun "we". Alexa responds honestly that she and Victoria are thinking about the posted thought prompt: If an author were to write about your life, how do you think students in an English class would characterize you? Hint words: static, dynamic, round, or flat. However, she does not offer any further detail. Seeking further understanding, the teacher asks Alexa about whether insights have been gleaned to which Victoria responds, focusing her answer on her own life. In turn 16, she positions herself not only as "interesting and layered" but also as not growing in understanding as of late. Mr. Shelley confirms that this is an insightful revelation in turn 17. It is worth noting that in this instance, the teacher does not accept Victoria's position directly. Instead, he positions Victoria's thinking as insightful. In turn 19, Alexa seeks further understanding from Victoria, but instead of answering her directly, Victoria in turn 20 tells Mr. Shelley that his presence is a hindrance to their productivity. In turn 21, the teacher laughs and in turn 22, Victoria reassures him that they will stay on task. In turn 23, Mr. Shelley obliges their agentic movement. It may be that because the teacher does not accept or reject the position directly (e.g. through an evaluative judgment

statement like “I agree.”) and instead positions the student’s thinking as insightful that this nuance of communication actually encourages autonomous, agentic movement or it may have been the physical act of positioning himself at the students’ eye-level by moving around the room on a rolling chair—either way, this portion of the extracted interaction is offering a new answer to research question 2. After all, this interactional technique is used quite often in Mr. Shelley’s classroom.

On a different day in a different class period, Mr. Shelley is speaking to his students as a whole class. He provides them with a prompt, asking for responses aloud. Whilst multiple students offer responses between turns 1 and 16, it is the teacher’s interaction with Sam that is of particular interest with regard to students’ interactions with a teacher as a context for analysis.

Excerpt 6: Critical Incident 18 – Sam (6th period) speaks to the whole class (responding to the teacher)

1	Mr. Shelley:	Let’s assume that the AP exam prompt is in front of us. It asks you to identify a literary character who chooses to adapt to any given situation because s/he is aware of her/his own emotional diversity. Who do you pick and why? {The teacher projects this question onto the screen at the front of the room: Who would you select to highlight an awareness of their own intelligence and emotional strengths because they have strong personalities and/or personal integrity?}
16	Sam:	{raising his hand} How about you, Mr. Shelley? Who would you pick?
17	Mr. Shelley:	Oh. Hmm. Let me think for a second. {9 seconds elapse} I think I’d pick Silas Marner. Um. Remember he converts from a miserable miser to a loving adoptive father? It’s like he…he eventually comes to realize that the true value of life lies not in gold but in love. I’d make a case that his emotional self-awareness evolves as he learns to love the daughter he adopts.
18	Student 5:	Good one!
19	Mr. Shelley:	Thank you. {To the whole class} How about your own emotional awareness? Your own characterization? Can you see any patterns developing? Take um let’s see… take 5 minutes to write down your ideas. Then, if you’d like to share aloud, you’ll have an opportunity. I’ll watch the time.

		Again, think about your own emotional awareness. Your own characterization. What patterns do you see developing within yourself? {6 minutes elapses} You have one-minute remaining, so if you decided to write, bring your writing to a stopping point. {37 seconds elapses} Okay. Um. Would anyone like to share?
20	Sam:	{laughs while raising his hand} I would.
21	Mr. Shelley:	Ok. Sam?
22	Sam:	So I know most of you—maybe all of you except Mr. Shelley — already know that when my parents found out that I am gay they kicked me out of the house. If it hadn't been for my aunt taking me in, I don't know where I would have ended up. {Student pauses for 5 seconds. Everyone is quiet.} What you may not know and which I feel like I've just done a lot of thinking about for maybe the first time is that for a lot of the time before I got outed to my family, I spent a whole lot of time pretending to be someone who I wasn't. Like, a whole lot of time. I mean I didn't realize fully what I was doing at the time. But then, when I went to live with my aunt, I felt like I could finally be myself and stop the pretending, but um then I realized I didn't know who I actually was. {tears fall on his face} I mean sometimes it's pretty great because like I got to meet you guys. But also, I spend a um a lot of time trying to figure out who I am… and it can feel pretty lonely. So yeah. That's it. That's the self-awareness I came to.
23	Mr. Shelley:	{wiping away tears on his face} Well. {clears throat} Um. {sniffs} It sounds like quite a journey, Sam. I'm glad you found a home with your aunt and I'm sorry your family doesn't get to see you become the awesome person I see you becoming. You know, some days I think I have it figured out and then some days I feel entirely lost. Anybody else feel like that? Like you're still trying to figure it out? {14 students raise their hand} Everybody look around… {2 second pause} I wonder if we'll ever figure it out. You know? Like, maybe that's a um a part of life is the not knowing. Isn't it so strange how we can all be going through similar things and yet we still feel utterly alone? {1 second pause} Let's take a second to stop and offer a sign of peace or solidarity to your peers around you. If you want to smile, or high five, fist bump, wave, or hug… just uh just take a second—just make sure everyone gets the message.

In turn 16, Sam positions himself as having the right to ask Mr. Shelley the same question he has posed to the classroom at large. Mr. Shelley positions himself as having a duty to respond by considering the question and then providing details just as his students have been doing. Through

this beginning interaction, a response to research question 3 develops here in that positioning can have the effect of providing the student with a high degree of agentic action when it is accepted by the teacher. An unidentified student responds in turn 18, and the teacher moves the students toward further emotional awareness in turn 19. In turn 20, Sam volunteers to share. Consequently, in turn 22, he positions himself as gay. It is noteworthy that he uses the term "gay" because in his EDSQ responses, he positions himself as "queer". Nevertheless, he goes on to position himself as having to pretend to be "someone who [he] wasn't". Then, he positions himself as not having been aware of what he was doing before positioning himself as not knowing who he actually was. At the end of this turn, Sam positions himself as lonely. Mr. Shelley positions himself as empathically sensitive to Sam's experience by the words he speaks; he is also physically moved, an act shown in the wiping away of his own tears. He then asks the class for connection to Sam's shared experience by asking who else had felt similar to which 14 students raise their hand. The learning experience for Sam is arguably impacted in a positive way through his ability to be open and vulnerable as he describes the self-awareness that he has come to find; this develops a response to research question 2. Because such awareness is done through acts of positioning, it would appear that when used appropriately, positioning has the effect of helping adolescents to explore their own thinking; this is a new response to research question 3. It is also interesting to note that Sam does not answer the original question that was about identifying a literary character and that the focus of his response is on the second question about emotional awareness, even though Mr. Shelley modelled a literary character in my own response. Therefore, the learning experience serves as a catharsis for the student who navigates his own positioning, so long as it is accepted by his peers and teacher (answering research question 2).

Discussion related to students' interactions with the teacher

The excerpted transcripts above illustrate that identities work is on-going in the English Language Arts classroom quite often and especially in connection with literature while the teacher is involved. Sol is positioned in the classroom as a good student by her teacher and as someone who is kind and creative while at home her mom may see her as broken. Though this interaction will feature again in the third Findings chapter synthesizing all of the intersectional identities taking place in the Critical Incidents, it is important to note that this misalignment in positioning because of spatial (geographic) and personal difference and acceptance seems to positively affect the learning experience for Sol. In the aforementioned interactions, Sol engages with the learning task when she begins writing after the teacher positions her as having meaningful constructive input for the creation of her poem. That she has chosen to work alone when she has indicated a preference for group work in her EDSQ (Appendix F) may indicate a self-marginalizing aspect to her personality. Ultimately, though, it would seem that the teacher's ability to reframe the narrative around who Sol is becomes a powerful learning experience for her.

Megan's classroom learning experiences are enhanced when she is able to maintain her position as an authority on the assigned reading. When the teacher offers positive feedback and restates Megan's position back to her, Megan is positively impacted as seen in her smile. It would seem that Megan feels comfortable to share personal details that might otherwise be marginalized (and which were revealed to be factors that have caused her to experience discrimination previously, noted in her EDSQ) because the teacher has positioned her in multiple ways as an integral part of the classroom community. She makes choices about who she is, how she wants to interact with others, and so on. All of these statements work toward the identities she wants to live by.

One of the most notable findings from Josie and Paloma's interaction with their teacher was the idea that proximity impacts not only on behaviour management, but also on identities work especially at the nexus of language switching, sexuality, and gender. The reciprocal idea exposed in this interaction is that the more agentic movement allowed by a teacher the more expressive 'othered' students would seem to be. As was seen in her interview, there are specific qualities or aspects of personality that teachers can embody for students who are often marginalized. In Josie's case, she underscored characteristics that indicate a person is thoughtful and non-judgemental. While this seems like common sense, the potential impact of seeing this play out directly in a school may one day directly affect teacher trainee programs or policies written to protect children's right to develop free of persecution and psychological harm. Finally, it should be noted that had it not been for her working with Paloma that Josie could have failed to read as a participatory partner in a classroom group.

The students in Mr. Shelley's classroom exhibited a high degree of agentic movement in their ability to request that the teacher leave the conversation (in Alexa and Victoria's Critical Incident) or in his ability to ask Mr. Shelley to respond to the question that he posed to the class (in Sam's Critical Incident). Consequently, this further validates the idea that the more autonomy students are able to express because the teacher creates space for such occurrence, the more likely the students are to develop facets of self-awareness. The classroom culture around collaboration and connection to literature also showcased a pattern of behaviour that indicates that sharing personal details can occur without the fear of judgement by the authority in the room. To reiterate the basic psychological concept that students must feel safe before they can learn may seem Lilliputian, but it is a necessary reminder especially when working with the types of students who are typically marginalized.

In looking across all four classrooms, the gender of both students and teachers becomes noteworthy. For example, in the first excerpt, Sol is willing to talk to her female teacher about

her mother's perspective on her (Sol's) identification as a "lesbian". In Mrs. Angelou's class, Megan marks herself as part of the community, wherein she shares about her relationship with another young woman, a position that is accepted by her female teacher. In Ms. Anzaldúa's class, Josie (female) tells Paloma that her (Josie's) girlfriend makes fun of her for the way that she reads English. Though this is not shared directly with the teacher, it may be more to do with the power dynamic/relation around code-switching in language than it is to do with gender—an idea supported further and later in the second Findings chapter for this teacher's classroom. What is explicitly made clear by Josie is that female teachers are often those whom she identifies as good teachers. Yet, in Mr. Shelley's class, the two female students, Alexa and Victoria, do not share with their male teacher the conversation in which they had previously been engaged. That is, they do not raise the topic of Alexa's father (male) not knowing about her relationship with a female. While it is not explicitly stated that it is Mr. Shelley's gender that is disallowing their interaction when Victoria asks him to leave, the gender parallel between the topic and the teacher is still present. Further, in a different class period, a male student is open and vulnerable with the entire class, offering specifically to share something he believes Mr. Shelley had not previously known (e.g. that he was kicked out of his home when his parents found out that he was gay). The teacher, in turn, is then able to connect larger themes of self-awareness with the entire class (e.g. 14 students of 16 raise their hand indicating that the idea of 'still figuring [life] out' resonates with them). Though it may have been for other reasons, the parallels between the student's and teacher's gender and sexual orientation is present.

In regard to gender, it is also worth exploring the idea that the students who responded to the character of Mrs. Das and who featured in a Critical Incident were all female. Of note is the fact that male students were not asked their opinion of the female character, though in each class there were some who chastised her infidelity. The issue is raised here because it begs the question: are female readers likely to connect with female characters over male characters and

is the same phenomenon true for male readers? Further, as an intersectional question, I'm left wondering which characters and how students with fluid genders would most identify. Critically, ideas around representation would certainly support this claim, so should the discourse analysis-based research. These postulations will be picked up further in the final, third findings chapter as they connect to larger, emergent themes from the observed classrooms.

By considering student and teacher interactions centred around learning about tone and characterization and their demographic characteristics, I have demonstrated that teachers impact on students' identities heavily—especially for those who are often discriminated against or pushed to the margins. It stands to reason that if students are affected by these interactions in such potent ways, then I would argue that our policy and practice as educators committed to social justice needs an overhaul to address this reality. In the following chapter, I examine the interactions between students. That is, I investigate the dynamics at play in student-to-student interactions as they impact on the identities of each other. Then, in the conclusion of the next chapter, I relate the findings of both this chapter's context (student-to-teacher interactions) and the next chapter's context (student-to-student interactions) to the research questions.

Chapter 7 – Findings related to students' identities as they interact with their peers

Introduction

The student interactions that take place in the excerpts below serve as both confounding and conflating examples of various psychological phenomena around positioning of students who are typically marginalized. Peers have a deep ability to influence the learning experiences of their classmates. The influence is constructed through positioning both advertently and inadvertently during the learning experiences in a classroom. The types of learning experiences that are offered in the classroom have the ability to further shape the expressed and non-expressed identities of students. In the same manner that learning experiences themselves can contribute to marginalization, as some of the excerpts will show, so too can the individuals themselves act as marginalizing forces in their own lives. As you read the transcripts below, it will be assistive to reference various aspects of students' identities as you read (the chart in Appendix C can help with this). The dynamics around gender and the students' use of positioning in order to gain authority in interactions is particularly illustrative of responses to instances of marginalization as they occur in small group and whole class interactions. After each transcript, I will make explicit the connections to each research question before I synthesize all of the conclusions together in the Discussion section toward the end of this chapter. (For ease of reference, a listing of my research questions in a concise format is available in Appendix L.)

Mrs. Angelou's classroom

Mrs. Angelou has just given students time to respond to a writing activity meant to engage thinking about how we label ourselves based on our identities through language. The lesson is intended also to help students brainstorm the kind of thinking an author might do when developing a character in literature and which would be signalled through tone words. Mrs. Angelou calls for volunteers to share first and a student volunteers to read what she has written.

After asking for further volunteers, no students volunteer to participate. At that point in the lesson, Mrs. Angelou calls on Dante and asks him if he would like to share what he has written.

Excerpt 7: Critical Incident 1 – Skylar and Dante interact (3rd period; Day 1)

1	Teacher:	Alright guys, so these are pretty personal. So I'll take some volunteers to share. You don't have to share your whole sheet. But if you want to share just one thing on your sheet, that's fine. I'm going to give you the sticker. Just make sure that you put the sticker in your journal. Okay? And not on your paper... Because journal checks will be next week probably.
6	Teacher:	Dante? You want to share something off yours?
7	Dante:	I am a procrastinator. Somewhat smart. Always tired. A senior. Somewhat reserved. Somewhat nice. Musically creative and younger than most.
8	Teacher:	I love that. I think a lot of people can identify with your list Dante. Yeah. Um. All right, Lacy.
9	Skylar:	{whispering to Dante} Somewhat gay
10	Lacy:	(I like his), but for mine I just put hopeful because there's a lot of stuff that can go wrong but there's also a lot that can go right.
11	Dante:	{whispering to Skylar} You're the only one worried about my sexuality.
12	Teacher:	{laughs lightly at Lacy's comment} Right. How about one from over here?
13	Skylar:	{whispering to Dante} Whatever.
14	Nicholas:	{with teacher having pointed at Nicholas after he raised his hand} For my first one I put cheerful but also judgmental. Uh. I said I'm open minded, semi-independent.
15	Teacher:	I like that semi dependent. It's okay to be dependent. Yeah. All right last one. {teacher moves across the room to give student a sticker for sharing}
19	Teacher:	Good, good choice. Good variety of things as well. All right. Okay, last one. And then we are going to talk about tone.
20	Dante:	Ms. Angelou... {staring at Skylar}
21	Teacher:	Yeah? {turning her head}
22	Dante:	{turning toward the teacher} What do we do with... {student holds up the sticker}?
23	Teacher:	{seeing the sticker} Oh, you put it in your journal. They're worth two points remember.

In turn 1, Mrs. Angelou marks the activity as being personal and explains that for this reason she will take volunteers. By turn 6, students do not seem willing to share their responses and so she decides to select students whom she would like to participate. Though she phrases her request that Dante participate as a question, there exists an undertone of direction. In turn 7, Dante reads

what he has written and identifies himself as a procrastinator, as musically creative, and as younger than most. In this same turn, he qualifies other aspects of his character as not occurring as often or to the same extent as the other characteristics through the adverb "somewhat". The actual activity in being asked to share his identity provides Dante with an opportunity to express himself; however, the decision to do so is not entirely his own, though he could have refused to answer the question. In the turns that follow, the student demarcates the adjectives that he uses—potentially not wanting to appear too steadfast or bound to any one descriptor. As neither his writing nor his sharing aloud were his choice, the learning experience is affected. Because he is expressing/presenting a non-committal relationship to any one way of being, an answer to research question 2 develops. Specifically, he is deferential in his marking himself as "smart, reserved, nice", however, he offers that he is always tired. In turn 8, the teacher positions Dante's response positively, explaining that she thinks that a lot of people can identify with Dante's list of characteristics. Here, the teacher's attempt at positioning Dante as similar to others has the potential to draw in others so that there are similarities seen among classmates and assists students in feeling apart of the class at large; this develops an answer to research question 3. Turns 9 and 10 overlap each other. Though it is difficult to say with surety, it is possible that Dante misses when Lacy positions herself as having liked Dante's read-aloud because of Skylar's turn; after all, they are sitting on opposite sides of the classroom. I interpret that Dante is distracted by Skylar because he turns his head and upper-body toward Skylar rather than paying attention and physically turned toward Lacy. In turn 9, Skylar positions Dante as gay. In this particular incident, it would appear that Dante's sexuality makes him an outsider (so positioned by Skylar) of the full learning experience. Quite literally, he has missed the connection that Lacy makes due to Skylar's remark; this develops an answer to research question 1. Dante's retort in turn 11 is to position Skylar as the only person in the room who is concerned with Dante's sexuality and therefore positioning himself not as an outsider. As Dante attempts

to position himself as normal by positioning Skylar as the abnormal one, concerned with his sexuality when no one else is, it would appear that Dante is attempting to regain an ability to shut down the conversation in order to re-focus on the lesson; his attempt is ultimately successful. Consequently, positioning has the possibility to positively affect the learning environment for individuals who are marginalized when such positioning is used to empower rather than to dismantle agentic movement, developing an answer to research question 3. In turn 13, Skylar dismisses and therefore rejects this position through the interjection "whatever".

In turn 14, Nicholas positions himself as cheerful, judgmental, and open minded. He includes semi-independent as a descriptor, too. Notably, Nicholas is also offering a qualifier similar to "somewhat" in his "semi-independent" offering. Furthermore, Nicholas' adjectives seem juxtaposed to one another, or possibly even contradictory: open minded and judgmental. Again, just as Dante did not want to provide many absolutes for his identities, so too does it appear the case for Nicholas (e.g. open-minded and judgmental). Nicholas and Dante treat their identities as changeable by not committing to an absolute, singular way of being. Classrooms, therefore, can become places in which students can safely explore how they are perceived by others as well as by themselves. Thus, interacting with peers has the effect of assisting typically marginalized students in finding their voice, developing a response to research questions 2 and 3. In turn 15, the teacher either mishears the student or chooses to misalign his own positioning in her reflection of his voiced "semi-independent" by focusing the attention on the non-stated (and thereby positioning him as) dependent. Additionally, the teacher positions it as "okay to be dependent", placing a re-assuring emphasis on this turn of re-voicing in a way that she has not done with other students in the class for this activity. It is helpful to note that Nicholas's writing at the end of this class period and his warm up activity from the following day include his thoughts on independence as a teenager. He writes on day 2, *I want to be able to make my own decisions about my life without having to answer to my parents. I want to be more independent*

but money makes this difficult. In this conversational turn, the teacher's emphasis in positioning has the effect of potentially further marginalizing the student because of the misalignment (focusing on dependence rather than the students voiced independence) in positioning that she chooses to be re-assuring about, developing a response to research question 3. In turn 20, Dante calls out to the teacher while staring at Skylar. The non-verbal gazing at Skylar when saying "Ms. Angelou" seems to be an instance of positioning Skylar as in trouble with the authority. Therefore, positioning has the effect of serving as an empowering technique for students who are marginalized; in its cyclical nature, it may also be used against them in that it is likely to create division when it is misused—possibly as it is in the next turn. The tension in this moment is released in turn 22 when Dante breaks his glare and then holds up his sticker, asking what he should do with it. In turn 23, the teacher repeats what she has already said in turn 1 and through the inflection of her words (e.g. phrasing them as a statement rather than as a question), she positions Dante as already knowing what he is supposed to do—giving further credence to the likelihood that the turn was a positioning move (e.g. a scare tactic) more than it was seeking clarification. Because it may be an aspect of his identities, it is worth mentioning that Dante's want for appearing as having the upper hand could further complicate his interactions with Skylar, who positions himself often as having the upper hand, thereby contributing reflexively to his own marginalization (developing an answer to research question 1).

In the excerpt that follows, Dante appears again in an interaction with another student on the following day from the previous excerpt. In this Critical Incident, both his sexuality and gender become a focal point. Before the students who feature in the dialogic interaction below realize that Mrs. Angelou will be pairing them off, Dante attempts to exercise his own agentic movement in seeking a classmate to work with. Much of the non-verbal communication in this excerpt is indicative of larger identity-phenomena at work.

Excerpt 8: Critical Incident 4 – Dante and Andrew interact (3rd period; Day 2)

1	Teacher:	In just a moment you'll be getting into partners or groups to read the short story and answer corresponding um corresponding questions. Go ahead and pack up your things so that you can move about the room. Then, we'll get into groups. {students begin packing their belongings}
2	Dante:	Hey, are we uh are we going to work together?
3	Andrew:	(Naw) I'm going to work with Tyrell and the guys.
4	Dante:	Ok. Never mind then.
5	Andrew:	Don't be all gay about it man.
6	Dante:	Wow. Why do you have to be like that?
7	Andrew:	Like what?
8	Teacher:	{Dante does not respond} Okay. Listen for your partners. {Various students groan. The teacher begins assigning/naming students who are to work together.}

Note: Dante and Andrew are not paired together in a group; Andrew is paired in a group with "one of the guys" but not with Tyrell or the other "guy". Dante leaves the classroom (possibly to go to the restroom) for 10 minutes and when he returns does not interact with his group members verbally.

In turn 1 Mrs. Angelou positions herself as the authority in the classroom by directing student movement. In turn 2, Dante positions himself as having a right to address Andrew and asks if the two will be working together. Andrew responds in the negative in turn 3, and he positions himself as likely to work with "Tyrell and the guys". In this turn, there is a marked gender descriptor in Andrew's use of the informal word "guys". The usage appears exclusive of Dante, especially in light of turn 5 wherein Andrew uses the formal word "man" to position Dante. It is worth mentioning that in his other interactions in the classroom, Andrew often uses the word "dude". Hence, it would appear that the effect of Andrew's positioning Dante as outside of "the guys" that he is further contributing to the marginalization of Dante, developing a response to research question 3. Dante, in turn 4, accepts Andrew's decision by way of the word "ok", but positions himself as annoyed through his tone of voice as he negates and interjects, "never mind then". Andrew's immediate response in turn 5 is to tell Dante "not to be all gay about it". While this is not an overt positioning of Dante as gay, it is positioning Dante's behaviour as gay-like, or in this instance perhaps feminine; it may also be true that using the word "gay" here is Andrew's attempt to use "gay" as a general pejorative. In turn 6, Dante

positions himself as offended when he interjects with the exasperation “wow” followed by his question: “why do you have to be like that?”. Here, Dante’s own identities around sexuality, gender, and character come into play in that he pushes further back at Andrew’s not wanting to work with him (based on Andrew’s own identities and/or based on his perception of gay being used as a pejorative). Accordingly, this develops a response to research question 2 because a slanted interaction can negatively affect the learning experience. In turn 7, Andrew positions himself as confused when he asks for clarification. Dante exercises his agentic movement by not responding while the teacher begins to pair students to assigned groupings. The effect of positioning himself in this way serves as an opportunity for him to maintain a sense of autonomy and agentic movement (when he may have otherwise felt none); this develops a reply to research question 3. As the contextual note indicates, Dante left the classroom for a significant period of time. Upon his return, he fails to actively participate, though he may have passively been listening. There is a relationship, consequently, between what transpired in this dialogic interaction, the storyline in play, and the events that took place. While the effect of the learning experience could have served here to be a positive one, the teacher does not reengage Dante in the lesson; therefore, marginalized students can withdraw from the learning experience without using words or challenging behaviour.

In the same class period on the same day, six different students (5 pseudonymised and one unidentifiable student) interact in the excerpt that follows. The teacher has placed students into groups, removing the opportunity for them to select the peers with whom they want to work. The teacher indicated in a one-to-one interview with the researcher that she places students into groups as a strategy to increase student participation because without doing so, “there are too many cliques in this class period”. In the dialogue below, various students attempt to exert their autonomy in decision-making. There are instances in which positioning is accepted and rejected throughout the interactions.

Excerpt 9: Critical Incident 2 – Group Interactions (3rd period; Day 2)

1	Tyrell:	I'm going to read first.
2	Sarah:	Wait, don't you think
3	Tyrell:	{not hearing/or ignoring Sarah's comment} Is everyone ready?
4	James:	I still need a pen.
5	Tyrell:	{not hearing/or ignoring James' comment} Okay, good. Here we go.{reading} Interpreter of Maladies. Born in London and raised in Rhode…
6	Yvette:	{interrupting} No. We aren't supposed to read that. That's about the author.
7	Tyrell:	Right.{reading} At the tea stall
8	Sarah:	{interrupting} I want James to read instead. He has
9	Tyrell:	{interrupting} What? No, I'm reading. Anyways, so {continues reading} the tea stall, Mr. And Mrs. Das bike heard
10	Yvette:	{clarifying the word Tyrell mispronounces with} bickered
11	Tyrell:	{reading} bickered about who should take Tina to the toilet. Eventually, Mrs. Das re- relented when Mr. Das pointed out that he had given the girl her bath the night before. In the review mirror, the in the rear-view mirror, Mr. Kapasi... {commenting} man what are these names? Anyways. {reading} He watched as Mrs. Das emerge slowly from his bulky white Ambassador dragging her shaved largely bare legs across the back seat. {commenting} Ooo they about to bone!
12	Yvette:	Tyrell, can you just read without interrupting? I can't even focus on the story. {coughs}
13	Sarah:	See, and that's why I want that's why I was going to say that James should read. He pronounces things good.
14	Brett:	[STUDENT FROM ANOTHER GROUP] {playful in tone} Hey James she likes your gay voice.
15	James:	Shut up you're stupid {smiles}What? You don't like my gay voice?
16	Brett:	I do. I like it better than the way Tyrell was reading. {laughs}
17	Tyrell:	Psh. At least I'm not gay. I wasn't even done anyway.
18	Yvette:	{looking from Brett to James to Tyrell} What we're NOT going to do is put other people down.
19	Tyrell:	{finishes reading the paragraph} She did not hold the little girl's hand as they walked to the restroom.{commenting} For real though. Why are they talking about bare legs and dragging on the seat?
20	Yvette:	Maybe...uh it's {coughs} foreshadowing for what comes later.
21	Tyrell:	I knew it. They are going to do it.
22	Sarah:	Well, we don't really know that yet. We're never going to get through this the way you boys are acting. What about you, Yvette, will you read?
23	Yvette:	Uh uh. {coughs} I don't want to read. I think I've got a sore throat coming on.
24	James:	Okay. I will. {Tyrell rolls his eyes as James smiles at Brett before emphatically clearing his throat}

25	Brett:	{saying to James} You're dumb
26	*UI* Student:	[FROM BRETT'S GROUP] {whispers loudly to Brett} Pay attention.
27	Teacher:	Are y'all reading over there? Or are you off task?
28	James:	{reading} They were on their way to see the Sun Temple at Konarak. It was a bright, dry, sunny Saturday.

In turn 1, Tyrell positions himself as having the right to read without consulting his other group members. Tyrell's aspect of character/identity in not wanting to consult other group members in assigned roles could possibly be contributing to his marginalization or it may be that he is pre-empting rejection as he senses the groups dissention from his choice to read, developing a response to research question 1. Another possibility could be that because of his previous experiences in this classroom, other students' negatively positioned interactions have so affected his learning experience. Sarah attempts to reject this act of positioning in turn 2, but she is either not heard or ignored by Tyrell in his seemingly rhetorical question: "Is everyone ready?" that he poses to the group. James in turn 4 expresses that he is not ready because he still needs a pen. Again, Tyrell either does not hear or positions himself as having the authority to move ahead and in turn 5 begins to read. Yvette, identifying that what Tyrell has begun reading is actually a section that is not required reading, positions herself as having the right to interrupt Tyrell in turn 6 when she negates his attempt, explaining why she has done so. In turn 7, Tyrell accepts this position of error and begins to read the appropriate passage. Sarah, in turn 8, though, interrupts him and positions herself as having the right to want James to read. Although Tyrell interacts more with Sarah in turn 9, ultimately, he is dismissive of her suggestion and positions himself as still having the right to read as he continues on. Yvette positions herself as having the right to correct Tyrell's mispronunciation of the word "bickered" in turn 10. Unphased by the correction, Tyrell accepts Yvette's positioning as he continues reading with minor errors in fluency in turn 11 before commenting on the names of the characters (he seems to find them strange) and ultimately ends the turn by asserting that "they about to bone". To be fair to Tyrell,

he has interpreted what the text is doing and has interpreted an instance of foreshadowing, so he is engaging with the learning task even if not at the right time (typically, this would occur in discussion after a section of text rather than stopping mid-sentence). Therefore, he is engaging in the curricular task but not always the classroom expectations. Tyrell's shifting to his commentary on the progression of the characters toward an act of copulation results in Yvette's telling him in turn 12 that she cannot focus on the story due to his interruptive, personal narration. Then, in turn 13, Sarah repositions herself as having the right to express again her wish that James read for the group because he "pronounces things good". Therefore, she, like Yvette, is shifting the focus of the interaction back to the task of reading the text and away from the interpretation of the text. In each of the attempts at re-positioning Tyrell out of the role of group reader for various reasons, it would appear that the effect of positioning has the ability to further isolate individuals who are typically marginalized out of the learning experience, especially when it happens repetitiously as seen here, developing a further response to research question 3 where the other students are emphasizing fluency over content. In turn 14, Brett (a student from a nearby group) positions James as having a "gay voice" and positions Sarah as liking his "gay voice". In this turn, Brett shifts the focus to James, but not before he makes Sarah's rationale for wating James to read different than what she says. While Sarah wants him to read because she claims, "he pronounces things good", it is Brett who makes it about "liking" James' voice. The differences among the discursive participants here are both gender and sexuality; therefore, a case may be made that the shift in tone and topic exists for one or many of these reasons. James, in turn 15, positions Brett as stupid, but rather than an antagonistic response, James accepts the positioning of himself as having a "gay voice" and asks Brett whether he likes it. The positive interaction around James' "gay voice" serves as a positive effect of the learning experience in reading aloud. Brett retorts in turn 16 in the positive, but also uses the opportunity to position Tyrell as a bad reader. The complexity of marginalization factors between Tyrell and James here

is heightened. On the one hand, we see Tyrell who is in a marginal position being black and in an advanced placement class having failed classes in the past (placing him in an at-risk category) while James is in a marginal position because of his sexuality, of his condition as a person with attention deficit disorder, and as having a failing average in his English classes. However, if we focus on the fact that Tyrell has perpetually been re-positioned out of his attempted own positioning and James as having accepted the positions offered to him, we can gain insight from both students' experiences. In turn 17, Tyrell positions both James and Brett as gay and positions himself as still having the right to read. Here, the effect of positioning James negatively heightens the emotional response for everyone in the group, developing a response to research question 3. In this same turn, Tyrell says "at least I'm not gay" creating a subtle message that it is better to be a bad reader than to be gay. Yvette tempers the rising tone in turn 18 by looking at the three individuals and positions herself as having the right to maintain cordial interactions. Tyrell does not acknowledge Yvette's position and instead continues with the task rather than contributing to the banter as he finishes reading the paragraph in turn 19 while also asking a question about the details offered in the story. Yvette says in turn 20 that the details may be foreshadowing events that take place later in the plot's development. In contrast to Tyrell, she is using acceptable language to interpret the text, so the positioning here is slightly more complex if we focus on the learning context as well as the social context. Tyrell's ability to maintain his position as group reader here allows for him to learn as he maintains the right to ask and receive questions of his group members. Tyrell takes this as another opportunity to focus on the sexual nature of the characters in turn 21. Sarah attempts to reposition herself as having the right to ask Yvette to read in turn 22 since they will not be able to get through the account with "the way [the] boys are acting". In being positioned around gender and age, Sarah again attempts to exert a degree of agentic movement. The reciprocal nature of positioning here means that she also inadvertently draws attention to her own gender. Yvette rejects this attempt to position her as the group reader

citing a sore throat as the rationale for her not wanting to read in turn 23. It is interesting to note that while Tyrell exhibits no obligation to offer a rationale for why he should be able to read, Yvette and Sarah have offered a rationale each time they position themselves or are positioned by others (see Pasterski, Zwierzynska, & Estes, 2011; Shrira, 2011; Harris, Jenkins, & Glaser, 2006 for further research on this phenomenon). A Conversation Analysis would be about the need to offer an account for a dispreferred action. For example, Yvette is rejecting a request for her to read, which is a dispreferred action and Tyrell is accepting the role to read, which is a preferred action, so it does not require an account. Because accounts are generally expected for any dispreferred action, such as disagreeing, talking out of turn, rejecting a request, and so on, CA would classify these interactions in this way. However, Positioning Theory seeks to underscore the choices (based on rights and duties in the speech acts) and the obligations that the discursive participants are influenced by. For this reason, a gender lens is appropriate to apply in this regard and will feature further as part of the Discussion section below. James, in turn 24, accepts the position of being the reader for the group and remains unchallenged by Tyrell or others in any of the turns that close out the interaction. In this turn, it is the first time that James through an act of second-order positioning has positioned Tyrell outside of the position Tyrell has continued to try to claim for himself as group reader (whereas Sarah and Yvette have tried to do so on multiple turns), and in doing so, Tyrell digresses. Whether there is a gender, race, or attainment ability at play here or whether the number of positions accepted by James and rejected by Tyrell have played into this moment remains difficult to say with surety, but the reality remains that these are some of the institutionally marked differences among the students that may be at play in the interactions, developing an answer to research questions 1, 2, and 3.

Allora and Luciana, having been paired together by Mrs. Angelou are in the same class period as the previous three excerpts. The students have been alternating reading aloud and, on this day, it is Allora who voices the narration. Both individuals have offered commentary when

reading. In the excerpt that follows, Allora and Luciana explore the complexity of maintaining romantic relationships with members of the same gender group.

Excerpt 10: Critical Incident 3 – Allora and Luciana interact (3rd period; Day 4 COMMUNITY)

1	Allora:	{reading} As a result of spending all her time in college with Raj, she continued, she did not make many close friends. There was no one to confide in about him at the end of a difficult day, or to share a passing thought or a worry. {commenting} Aww. I feel bad for her. See, this is why men are trash and I date women (at least for) right now.
2	Luciana:	I don't blame you.
3	Allora:	{reading} Her parents now lived on the other side of the world, but she had never been very close to them, anyway.
4	Luciana:	{commenting} Girl. Same.
5	Allora:	{continuing reading; no acknowledgement of Luciana's comment} After marrying so {misreads} many young (or) after marrying so young, she was overwhelmed by it all, having a child so quickly, and nursing, and warming up bottles of milk and testing their temperature against her wrist while Raj was at work, dressed in sweaters and corduroy pants, teaching his students about rocks and dinosaurs. Raj never looked um cross or uh bar-fled {commenting} whatever that is {reading} or plump as she had become after the first baby.
6	Luciana:	This poor woman.
7	Allora:	I know right. {reading} Always tired, she declined invitations from her one or two college girlfriends, to have lunch or shop in Manhattan. Eventually the friends stopped calling her, so that she was left at home all day with the baby, surrounded by toys that made her trip when she walked or wince when she sat, always cross and tired. Only occasionally did they go out after Ronny was born, and even more rarely did they entertain. Raj didn't mind; he looked forward to coming home from teaching and watching television and bouncing Ronny on his knee. {commenting} Yeah. It's always easy for the man.
8	Luciana:	Mmmhmm.
9	Allora:	{reading} She had been outraged when Raj told her um about or that a Punjabi friend, someone whom she had met… had once met but did not remember, would be staying with them for a week for some job interviews in the New Brunswick area. {Allora clears her throat} Bobby was conceived in the afternoon, on a sofa littered with rubber teething toys, after the friend learned that a London pharmaceutical company had hired him, while Ronny cried to be freed from his playpen. She made no protest when the man touched the small of her back

		{audible gasp} as she was about to make a pot of coffee, then pulled her against his crisp navy suit.
10	Luciana:	The scandal!
11	Allora:	And she's just out here telling old dude Kaspersi or whatever his name is. Like, keep it in, sis, lock it down. But I guess that's why she's telling him now because it's been bottled up.
12	Luciana:	{laughs} You're crazy. But yeah, I think you're right. I can sort of relate.
13	Teacher:	Alright class. Stop where you are for today. Make a mark of where you're at in your story so we can pick it up there {bell rings} tomorrow. Bye see you tomorrow!
14	Allora:	{to Luciana} I'm going to keep this and read it at home (because) {video is switched off}

As Allora reads the passage in turn 1, she positions men as "trash" and positions herself as having the right to explain that she "dates women" for the time being. In her positioning herself as distant from the "trash", Allora's use of positioning here has the effect of not only increasing her agentic movement in the classroom, but also she is able to connect this aspect of her identity in a positive way toward the learning experience, developing responses to research questions 1 and 2. Furthermore, it is notable that Allora does not use the words "I'm gay", marking an identity. Rather, she explains her sexuality as an act: she "dates women". Therefore, her sexuality is performative, or a set of behaviours more than it is an aspect of her identity. In this interaction, her sexuality is also fluid as it is for the moment rather than being fixed. Luciana accepts these positions in the following turn and Allora continues reading in turn 3. In turn 4, Luciana positions herself as "never [having] been very close to [her parents]" when she says to Allora, "Girl. Same." In doing so, Luciana is relating to the character in the text. Allora does not acknowledge Luciana's utterance and continues reading in turn 5. As the turns continue to develop, it becomes clear that Allora is unwilling to engage with or is missing entirely the deeper aspects of what Luciana hints at. Whether there is a causal relationship or not, it would appear that Luciana stops engaging with the more relevant aspects of the story to her own life. Thus, we see a developing answer to research question 3 in that the effect of positioning when not accepted has the ability

to further marginalize an individual. Luciana furthers her empathic response to the story in turn 6 by positioning the main character as a "poor woman" with the word "poor" reflecting pity rather than economic reality. Allora accepts the position saying, "I know right." as a statement rather than as a question, and she continues to read on before her own commentary that "It's always easy for the man." in turn 7. Luciana offers a slight approval in the following turn before Allora continues reading in turn 9. After a climactic moment in the story, Luciana positions the turn of events (infidelity) as scandalous in turn 10. Allora, in turn 11, positions the character as needing to keep the unfaithful actions to herself. Luciana attempts to position herself as able to relate to the idea of keeping things bottled up, but no acceptance of such positioning is made on Allora's part by the end of the last turn, 14. In the final moments of the students' interactions, it becomes clear that the learning experience in reading a short story with complex and mature emotional responses among characters has the ability to serve as a catalyst for connection among marginalized students, answering question number 2. The data also suggests that the level of connection is variable in that the connection enables individuals to connect to the characters with the text but not necessarily to each other.

Excerpt 11 below is a continuation of Excerpt 2: Critical Incident 5 from the previous chapter. Instead of focusing on Megan's interaction with the teacher or with the whole class by sharing aloud, this excerpt serves to highlight Megan's interactions with her peer Edgar. The conversation takes place on the last day of the week and begins while the teacher is instructing the rest of the class to finish writing responses to the guided reading questions.

Excerpt 11: Critical Incident 5 – Edgar and Megan interact (1st period; Day 5)

7	Teacher:	You're lucky you and your girlfriend don't have these kinds of problems or um COMPLICATED RELATIONSHIPS! An excellent motif to identify. And I think you're right on the money with the tone. Great job, Megan. {teacher continues talking to class at large}
8	Edgar:	I didn't know (you had) a girlfriend.
9	Megan:	(Yeah.) I'm bi.

10	Edgar:	Me too.
11	Megan:	For real? I didn't know (that).
12	Edgar:	I never really say because like I don't want to have to you know like (answer) a bunch of questions (and stuff).
13	Teacher:	{The teacher's voice in microphone is all that can be heard.} Make sure your answers are written down legibly, please. Go ahead and continue finalizing your thoughts with your group. At the end of the period you'll turn everything in. {students begin talking again in groups}
14	Megan:	{to Edgar at normal volume}Cool. We should hang out more.
15	Edgar:	Yeah. Where are you going to school next year?
16	Megan:	University of Texas at [Current City]. What about you?
17	Edgar:	Um. I'm going to the A&M University campus here in [the city].
18	Megan:	Nice. We'll both be local. Maybe we can do double (dates). {bell rings}Oh crap. Did we finish all the questions?
19	Edgar:	{looking at paper} Yeah. We have something written for all of them.
20	Megan:	Good! I can't afford a late grade[1] in this class.
21	Edgar:	{writing something at the top of the paper} Me either. I'll turn it in.
22	Megan:	Ok. See you tomorrow!

In turn 8, Edgar positions himself as not knowing that Megan has a girlfriend. Megan clarifies that she is bisexual in the following turn before Edgar in turn 10 positions himself as bisexual "too". When these two students find similarity in their positioning of aspects of their identities they not only find commonality (lessening marginalization; addressing research question 2), but also the effect that positioning has in this instance is to serve as an enhancement for both the social experience and the learning experience in the classroom (for it is in sharing aspects of who she is in response to the teacher's question that the two students find this commonality); this responds to research question 3. Megan, in turn 11, positions herself as not having known that Edgar is bisexual to which Edgar explains in turn 12 that he does not like answering "a bunch of questions (and stuff)" regarding his sexuality. Edgar's own want of privacy may serve as a partial marginalizing force for him, developing a response to research question 1. The teacher reminds

[1] The school district has a policy that allows teachers to penalize an assignment/task by reducing the score on the assignment by 20% of whatever mark/score is earned. Colloquially, students and teachers refer to this as a "late grade".

the students in turn 13 that they should be "finalizing [their] thoughts" so that work can be submitted at the end of the class period. Rather than re-focusing on the task at hand immediately, Megan tells Edgar in turn 14 that they should "hang out more". In turn 15, Edgar positions Megan as likely to continue her education at a college or university by asking what school she will be attending next year. In turn 16, Megan validates this positioning by answering the question and positions the same of Edgar asking where he will be. Edgar explains that he too will be in the city and attending a higher education institution. Megan suggests in turn 18 that they might go on double dates before the bell rings to signal the end of the class period. At this toll, Megan's attention is re-focused on the assignment and she positions Edgar as having the duty to answer whether they have finished all the questions. Because the two students have been focusing on their identities, the learning experience has actually been negatively impacted because they have not made use of their time to ensure their answers are complete. In fact, the students both received a score on the assignment that lowered their attainment averages for the class, albeit only slightly. Conversely, the positive effect of having found a potential friend in one another is notable. This need for connection because of an already established marginalized existence may indicate a further response to research question 1. Edgar affirms that there is something written for each question but does not say whether the questions have actually been finished. In turn 20, Megan accepts this answer as proof enough and the two students part ways.

Ms. Anzaldúa's classroom

Ms. Anzaldúa allows students to select the classmates/peers with whom they wish to work. In the excerpt that follows, two male students discuss whether or not a female student is likely to join their group.

Excerpt 12: Critical Incident 7 – Rocco, Aaron, and Christina interact (6th period; Day 4)

Note: Where speakers are speaking in Spanish, the English translation is provided after the original Spanish and is placed in italics

1	Ms. Anzaldúa:	Guys, if you're going to work together, then you need to stay on task. I don't want a repeat of last week. Understood?
2	Aaron:	Yes.
3	Ms. Anzaldúa:	Rocco?
4	Rocco:	Yes ma'am.
5	Ms. Anzaldúa:	Alright. {teacher moves away}
6	Aaron:	{in a low voice} ¿Crees que tu novia trabajará con nosotros? *You think your girlfriend will work with us?*
7	Rocco:	{in a normal volume}Ella es solo mi amiga. No mi novia. *She's just my friend. Not my girlfriend.*
8	Aaron:	{at normal volume} So you don't like her like her?
9	Rocco:	No. She's not really my type. Pero estoy confundido. ¿Por qué te importa? *But I'm confused. Why do you even care?*
10	Ms. Anzaldúa:	{calling to the students from nearby} I said working, gentlemen. Y en ingles, por favor. *And in English, please.* Let's get to it.
11	Aaron:	Well whatever. She has good handwriting and she's smart. Do you think she'll work with us or no?
12	Rocco:	Maybe. I'll ask her. {calls to Christina} Christina, do you want to work with us?
13	Christina:	I guess. But y'all can't be playing around. {in a low voice} La escuché diciéndoles (a todos que) se comporten. *I heard her telling y'all to behave.*
14	Aaron:	{in a quickened pace} Lo haremos. Lo haremos. *We will. We will.*
15	Rocco:	Who is reading first?
16	Christina:	Not it.
17	Aaron:	I can. Just to uh get it out of the way, you know?
18	Rocco:	Then Aaron can read and then I'll go last.
19	Aaron:	Aye, so bossy. Cálmate, guey. *Calm down, man.*
20	Rocco:	Whatever. {*Aaron* begins reading}

The first five turns indicate that Aaron and Rocco usually work together but that they also have a difficult time staying on task. After the teacher has positioned the students as able to form their own pairings, they begin to discuss who will join their group of two. In turn 6, Aaron positions Rocco as having a girlfriend. He also positions Aaron as knowing whether or not the young woman in question will be willing to work with them. Rocco, in turn 7, is quick to clarify that

she is not his girlfriend and instead just a friend. In turn 8, Aaron seeks to understand whether Rocco likes her. Rocco positions the young woman as "not [his] type". This is significant in that in his EDSQ Rocco indicates that he is gay. Later, in a one-to-one interview, he explains that some of his closest friends still "don't know" and that this fact is something that distracts him "often" in school. Consequently, his choosing not to share more with Aaron here may be further contributing to the marginalization he anticipates experiencing. Rocco continues in this same turn (9) to ask Aaron why he cares. The students have been code-switching between languages, positioning each other as Spanish-speakers. In turn 10, the teacher positions Aaron and Rocco as off-task by re-iterating that she "said working" and then code-switches to Spanish to redirect them. Aaron's response to Rocco's question in turn 11 is somewhat dismissive via the interjection "whatever", though he offers that "she has good handwriting and [that] she's smart"; he also does not respond directly to the teacher. Again, he positions Rocco as likely to know whether she will work with them. In this instance of positioning, Aaron highlights that Rocco has an ability that he does not have. As a result, the effect of this positioning serves not as a negative experience for Rocco (as a student who is marginalized) but as a positive experience. Rocco, in turn 12, calls to Christina and positions her as having the right to respond with full autonomy to his question: "do you want to work with us?" In turn 13, Christina agrees but also in an act of code-switching positions Aaron and Rocco as likely to misbehave based on her having heard the teacher tell them to act appropriately. Aaron is quick to accept the positioning as a Spanish speaker, responding in Spanish, and saying that they will behave in the turn that follows while Rocco positions himself as having the duty to delineate who will read first in turn 15 by redirecting the interaction to focus on the task (e.g. demonstrating he can do what Christina wants). Christina positions herself as "not it" and Aaron offers to read first "just to get it out of the way". Christina's positioning Aaron and Rocco as likely to misbehave serves as a stimulus for moving the students all back toward the learning task. Rocco seeks to clarify the order for

reading in turn 18 but instead of accepting the schematic, Aaron positions Rocco as bossy and positions himself as having the right to tell him to calm down, in Spanish, in turn 19. This final act of positioning further highlights that positioning can affect positively or negatively or simultaneously in different ways (first and second order positioning and code-switching) the experience for students who are marginalized (see further Bakhtin's ideas from 1981 on centripetal and centrifugal forces of tension in identities research). Rocco, in the last turn, interjects the dismissive, "whatever" and closes the interaction.

Ms. Lorde and Ms. Oliver's classroom

Avery, Riley, and Jordan are students in Ms. Lorde and Ms. Oliver's shared English classroom. Their lesson has been modified from that which features in the other classrooms in order to differentiate for the target-ability level of students in the class. Thus, they are creating a poem about themselves (e.g. their identities) and including an ekphrastic artistic rendering to pair with the poem.

Excerpt 13: Critical Incident 8 – Avery, Riley, and Jordan interact (2nd period; Day 3)

1	Avery:	I put mostly happy things on my poem.
2	Riley:	I really like your drawings.
3	Avery:	Yeah, my girlfriend thought I should make this butterfly purple and I wasn't sure, but it turned out really nice.
4	Jordan:	How long have y' all been together?
5	Avery:	About 3 years.
6	Riley:	That's so cool. Congrats…
7	Avery:	Thank you. So, what about y'all's poems. Can I see what you both did?
8	Riley:	Well… I'm not really a good drawer.
9	Avery:	Don't play. Even if you can't draw, I'm sure what you wrote is hella good.
10	Riley:	{smiles} {shows poem}
11	Avery:	Yo for real… You need to show miss. You def secured the bag. Jordan, what about yours?
12	Jordan:	I'm sort of stuck. I just have the first 2 letters turned into sentences.
13	Avery:	Let's hear the first two then.
14	Jordan:	{She reads her first two sentences} [The poem she is reading is an acrostic and begins to spell out her actual name and so has been omitted for the sake of anonymity here].

15	Riley:	I like the way you talk about the smell of oatmeal (in the morning) and your relationship with your brother.
16	Avery:	Tell us more about your life. Maybe that will get that mind going.
17	Jordan:	Girl, no cap. You're so supportive… like a mom and a best friend. Your girl's super lucky.
18	Avery:	{laughs} Thanks. But this is about you. This group is getting an A. Out with it. Tell us about you.

In turns 1-2, Avery explains that she has connotatively charged her poem with "happy" things to which Riley is complimentary. In turn 3, Avery positions herself as having a girlfriend when she expounds on the choice of colour for the butterfly she has drawn. Consequently, it would appear that an answer to research question 2 develops here in that the learning experience is having a positive effect on Avery as it serves as a conduit for connecting personal details with the task at hand. Jordan positions herself as having the right to seek further information about Avery's relationship with her girlfriend when she enquires about the length of the relationship. In turn 5, Avery confirms that she and her girlfriend have been together "about three years". Riley positions this positively saying, "That's so cool" and then offering "congrats". Positioning herself as having the right to hear about Riley's and Jordan's poems, Avery asks to see "what [they] both did" in turn 7. Riley positions herself as "not really a good drawer" (turn 8) to which Avery is encouraging in the following turn. Avery positions Riley as likely to have good writing even if the drawing is not of the highest quality in turn 9. After Riley shows her poem in turn 10, Avery compliments Riley's poem and encourages her to show it to the teacher before asking to see Jordan's poem. In turn 12, Jordan positions herself as struggling with the activity before Avery encourages her in turn 13 to share what she does have. In turn 14, Jordan shares the first two lines of her poem which Riley compliments in turn 15, positioning aspects of Jordan's life as likeable. Avery positions herself as having the right to tell Jordan how to enhance the poem in turn 16 and in turn 17 Jordan responds positively and positions Avery as "like a mom and a best friend" before she positions Avery's girlfriend as "super lucky". Avery re-positions the

focus of the task at hand for Jordan saying, “Thanks. But this is about you… Tell us about you.” Taken together in these last 10 turns, a response to research questions 2 and 3 develops. The learning experience is positively affecting each of the students mentioned here in that they are willing to discuss the rationale behind their choices exercised in the writing task. In doing so, the students then have an opportunity to be accepted or rejected. Through the various acts of positioning that take place, each girl uses the chance to support and encourage the others. In the various highlighted instances, it appears that positioning has the effect of serving as an instrument to facilitate positive learning engagement in the classroom. Isolated in turn 17, we see Avery positioned around her gender (e.g. by way of the words “girl” and “like a mom”) and then around her sexuality (e.g. by way of the words “your girl [is] super lucky”). Cultural storylines are at play here around what makes a mom and a girlfriend, but ultimately, this act of positioning serves again to boost the level of camaraderie among the students. Accordingly, we see that positioning has the ability to strengthen the levels of connection among marginalized students.

In the excerpt that follows, three students interact with one another. Two are discussing another student who is not present. The third student, who seems agitated at the conversation, attempts to redirect the group members back to the learning task at hand.

Excerpt 14: Critical Incident 9 – Angel, Peyton, & Sawyer interact (4th period; Day 2)

1	Angel:	Hey, so uh, can I ask you something?
2	Peyton:	Why are you being weird?
3	Angel:	It’s just because like I don’t know like it’s personal about your friend.
4	Peyton:	Okay. So what is it?
5	Angel:	Is your friend Mark, is he into guys?
6	Peyton:	{laughs} Um, I’m not sure. I can ask him, I guess.
7	Sawyer:	{to Angel} Man, quit being a punk.
8	Peyton:	Sawyer don’t act all crazy. {she turns to Angel} I’ll find out.
9	Angel:	Cool, thanks. {smiles} But don’t tell him I think he’s cute yet.
10	Sawyer:	(hhh) Anyway, what are we going to write together for this poem?

11	Angel:	Well it's supposed to be us looking for similarities between our own personal poems so you have to have your own written first.
12	Sawyer:	(.hhh) (hhh) Nobody asked you.
13	Angel:	You literally asked a question.
14	Peyton:	Everybody breathe. {Peyton looks at Sawyer.} Have you thought about your own poem or like do you need (help or like me to help you with it).
15	Sawyer:	I'll figure it out. What're you doing this weekend?
16	Ms. Lorde:	Let's make sure you're focusing on your work, please. Can I do anything to assist?
17	Angel:	No. We're okay. We're just brainstorming.
18	Ms. Lorde:	Okay. Well let me know if you need any assistance. {She leaves.}

In turn 1, Angel hesitantly asks a leading question. Peyton, positions Angel as "being weird" in turn 2 and enquires why he is acting in this way. Angel accepts the position, attempting to explain that his behaviour is a result of a question he has about Peyton's friend. After Peyton asks for further clarification, Angel, in turn 5, asks her if her "friend Mark is…into guys". Peyton laughs and says that she will ask him because she does not know. In these beginning turns of this excerpt, Angel is hesitant to ask Peyton a question. As it is revealed that Angel is seeking information about one of Peyton's male friends because he (Angel) is interested in her male friend, an answer to research question 1 develops. Specifically, it would appear that Angel's hesitation highlights a potentially self-marginalizing characteristic. This is especially true given that Peyton in her following turn positions Angel as "being weird". However, it could be that Angel is attempting to pre-emptively mitigate Sawyer's reaction in the forthcoming turns. For example, in turn 7, Sawyer positions Angel as a punk. It is unclear whether Sawyer has a problem with Angel's approach (e.g. asking a friend about her friend) or if he has a problem with Angel's query because of the gay attraction or if it's both. Whatever the issue, Peyton in turn 8 senses the tension and positions Sawyer as beginning to "act all crazy". She continues by positioning herself as having the right to tell him not to engage in such a manner. In turn 9, Angel—ignoring Sawyer—positions himself as thankful and also as having an attraction to Mark. In this turn, a

response to research question 3 forms in that positioning has the ability to deflect negative experiences for students who are marginalized. Sawyer positions himself as having a duty to redirect the group's attention to the learning task at hand in turn 10 by asking "what are we going to write". Angel addresses Sawyer's question in turn 11 by attempting to position himself as having the authority to comment on the topic while also positioning Sawyer as not having finished his poem. Sawyer's response in turn 12 is to dismiss Angel by positioning him as unimportant through the words "nobody asked you". Again, the idea of deflection at attempted marginalization is shown through positioning (and therefore answers research question 3) when Angel quips, "you literally asked". Rather than being able to respond, though, Peyton positions herself as having a duty to quell the rising emotion when she interjects in turn 14 with "everybody breathe". She continues on, positioning herself as able and willing to offer "help" to Sawyer. He responds by positioning himself as capable of "[figuring] it out" and attempts to change the subject. At this point, Ms. Lorde positions herself as an authority by reminding the group to focus on their work but also positions herself as willing to provide assistance by way of a question. Angel responds by positioning himself as having the right to speak for the group saying, "we're okay". The interaction ends with Ms. Lorde saying "okay" and ultimately walking away. In the sense that little learning actually takes place in this excerpt, a case could be made that because of attempted marginalization, there was a negative impact on the opportunity for the students to learn. While this would be a response to the inverse of research question 2 (e.g. what effect do marginalized students' identities have on the learning experience), it felt necessary to highlight here in the data as a finding.

In Excerpt 15, which appears next, there are multiple storylines at play that include topical issues around racism and homophobia. Additionally, there are charged religious words used too. As this interaction takes place early in the week, it precedes the actual writing of

individual poems about personal identities since students are only at the stage of beginning to assemble their groups.

Excerpt 15: Critical Incident 10 – Blake, Taylor, & Rowan interact (5th period; Day 2 COMMUNITY)

1	Blake:	Taylor and Rowan, let's work together.
2	Taylor:	Nope. Not if Rowan is coming. That's too much color for this group.
3	Blake:	{whispering} (Boy, why) you childish?
4	Taylor:	We are not the group of equal representation today! {laughs}
5	Blake:	God's watching. Hope you're ready for this convo. {turns to Rowan} Come on Ro, we'll work with someone else.
6	Rowan:	{To Taylor} The world doesn't have to just be 50 shades of gray, hater.
7	Taylor:	I'm black though. {shrugs}
8	Rowan:	And as long as you stay homophobic, your world will only ever be black and white.
9	Taylor:	Sounds racist to me
10	Rowan:	{whispering} (Jesus,) shake me loose of this man's sin shackles.
11	Blake:	{pointing at Taylor} Not another word Taylor. I don't want to hurt your feelings today. {turns and walks away}

In turn 1, Blake positions himself as having the right and duty to assemble his peer group. In turn 2, Taylor rejects Blake's position and positions himself as having the right to qualify why he will not join, signalling that Rowan would bring "too much color" to the group. In this instance "too much color" is likely to mean gay based on the interpretation of turn 7 as a result of turn 8. As the learning experience here is facilitated by group work, and therefore this interaction, an argument can be made that allowing students agentic movement in selecting group members could serve as a mechanism for incorporating marginalization in the classroom environment. Blake then positions Taylor as both a "boy" and as "childish". In turn 4, Taylor positions himself as having an issue with being the "group of equal representation" through his emphatic volume and the negating adverb "not". Blake positions herself as morally righteous and positions Taylor as shameful in turn 5. Rowan positions Taylor as a "hater" and quips that "the world doesn't have to stay in shades of gray". Taylor positions himself as "black" through the retort. Rowan

positions Taylor as homophobic in turn 8. Taylor positions Rowan as racist in the next turn while he subtly makes the argument that racism is not okay, but that homophobia is acceptable. Rowan positions himself as religious while positioning Taylor as sinful in turn 10. In the rapidly unfolding dialogue between turns 3-10, positioning has the effect of deflecting attempts at marginalization and also the effect of bolstering one's authority to rise above such deflected attempts (answering research question 3). Blake, before Taylor can respond, positions herself as having the right to halt all further conversation. She also positions herself as having the ability to hurt Taylor's feelings; her threatening shift in tone from the beginning of the excerpt is notable. At the end of the eleventh turn and to close the incident, Blake physically walks away, positioning herself as having complete autonomy in the situation and further treating Taylor's actions as inappropriate. One striking detail is the number of times now that a student has done something to minimise problematic social relationships. That is, there is a lot of peace-making (e.g. the breath above, walking away, redirecting to the work, and so on. These physical acts of positioning highlights quite a lot of interactional work being done throughout to prevent or stop marginalizing actions from other students, though it is not always successful (developing a response to research question 3).

In Excerpt 16 below, River and Zion are working together on their poem; however, River is seeking Zion's input about her hair. Zion, after being redirected by the teacher, attempts to work on the assignment but is distracted by River's repeated attempt to get his input regarding her hairstyle.

Excerpt 16: Critical Incident 12 – River speaks to Zion (7th period; Day 3)

1	River:	{talking to Zion} What do you think about my hair?
2	Ms. Oliver:	River and Zion, you need to be reading the poem and annotating it to identify the tone. {The students read silently.} {6 minutes later}
3	River:	{whispering} So what do you think about it?
4	Zion:	I don't know, really. It's hard. Like, what does this word mean? {pointing to his paper}

5	River:	Not that, stupid. I mean my hair. {laughs}
6	Zion:	{laughs} Oh. Um. I don't know. It's nice.
7	River:	Nice? Boy, I need tips. Help me get these locks beat for the gods.
8	Zion:	{laughs} And how would you like me to do that?
9	River:	Aren't you gay?
10	Zion:	Yes. But that doesn't mean I was born with fashion tips spilling forth from my head.
11	Ms. Lorde:	Ms. Oliver asked you both already to get on task. If you can't stay focused because you're distracted sitting together, then we will have to move you apart.
12	River:	Yes ma'am. {She begins reading quietly again}

In the first two turns of this excerpted incident, River attempts to get feedback on her hair from Zion, but Ms. Oliver redirects them when she tells River and Zion that they should be working on the assigned classroom task. In turn 3, which takes place two minutes after the teacher's redirection, River asks again in a lower voice. Zion interprets the question as being about the learning task and positions himself as having an answer regarding a word meaning. River proceeds to position Zion as "stupid" for misunderstanding that she is asking again about her hair. In turn 6, Zion positions himself as unsure as to how to answer the question when he says, "I don't know" and then offers the adjective "nice" as a description. In turn 7, River positions Zion as having the ability to give her tips on how to have better hair. In the following turn, Zion rejects that position by asking how he should do that. River positions Zion as gay in turn 9 and inferentially communicates that this is the reason Zion should be able to offer advice on her hair (stereotype). In this instance, it would appear that because of the stereotypes connected to sexuality that the learning experience is interrupted and therefore negatively impacts the learning experience. Moreover, Zion indicated in his EDSQ that he is "bisexual" rather than "gay". Zion positions River as incorrect in her assumption that he has fashion knowledge (but not that he is bisexual) as he positions himself as not having knowledge regarding "fashion" in turn 10. In his rejection of River's positioning, Zion attempts to shut down the conversation. This develops a response to research question 3 in that positioning has the ability to empower the marginalized

student to refocus the learning experience. Ms. Lorde, hearing part of the conversation, positions herself as an authority when she explains in turn 11 that the two students are not on task and that they have already been re-directed by the co-teacher. She positions the students as having the agentic movement to be able to stay together but only insofar as they are working together. River indicates that she understands the directive in the final turn. In these last turns, a case could be made that the aspect of wanting to look good (as River does) serves as a self-marginalizing attribute (for River) in that it distances her from Zion and from the learning task even though she was initially positioning Zion as someone who had the right to give this type of advice. Therefore, an answer to research question 1 develops.

Mr. Shelley's classroom

In the next excerpt, Mr. Shelley is leading a whole-class discussion by asking students questions about work from the previous week. The established classroom practice of various students volunteering by raising their hand and then being called on is at play. The dynamic of describing characters' motivations for various emotions that play out in the narrative being discussed is featured and eventually serves as the catalyst for the deeper connection to students' own personal lives. This excerpt is included in this context of student-to-student interactions rather than in the previous chapter (student-to-teacher interactions) because it is the manner in which the students are talking with one another that is the focal point of this dialogic exchange.

Excerpt 17: Critical Incident 13 – Many Students Interact Across the Whole Classroom (3rd period; Day 1)

1	Mr. Shelley:	Okay. Let's think about the monologue we read together um was it last week? …from Shakespeare's Henry VIII. What was Cardinal Wolsey upset over? Who can tell me?
2	Darnell:	[raises hand]
3	Mr. Shelley:	Yes, Darnell?
4	Darnell:	He was upset because he was dismissed from the king's court after years of service and he uh he felt like basically like all his hard work wasn't getting credit or like the credit he deserved.
5	Mr. Shelley:	Very good summary. Does anyone want to expand or should we leave it at that?

6	Benson:	[raises hand]
7	Mr. Shelley:	Mmhmm, Benson?
8	Benson:	Well like when we said upset it was like that he was angry and um… [flips through notebook] Sad. And also sort of embarrassed.
9	Mr. Shelley:	Okay. Yes. I'm remembering the conversation now…
10	Zain:	Yeah. And like nervous about the future.
11	Mr. Shelley:	Ahh… very good, all of you. Can someone else who hasn't shared yet today tell me um… tell me the words we used to describe all of these conflicting reactions? When you have a bunch of feelings at one time? What did we call it?
12	Landon:	Do you mean complex emotions?
13	Mr. Shelley:	Perfect! That's exactly what I was trying to um to recall. Thank you, Landon. Let's think together about that. Yeah? I want everyone to think for 45 seconds about a time when you felt multiple emotions at one time and then I'll ask you to uh to share out loud. If you'd like to. I'll mind the time. 45 seconds. Think about a time when you felt multiple emotions at one time. Time starts now. {47 seconds elapses. Some students write in their journals. The class is quiet.} Would anyone like to share?
14	Destiny:	Well, like recently, I got an acceptance letter to a school that I've been wanting to get into. {class begins to clap}
15	Mr. Shelley:	How exciting! Congratulations.
16	Destiny:	{student smiles and looks around the classroom} Thank you.
17	Mr. Shelley:	Ok. Right… so you got into a school and that made you feel… how?
18	Destiny:	So I felt happy at first. Like relieved. But then also kind of scared maybe? So there was a lot in those first few (minutes). And then I thought about my girlfriend who applied to a different school and that made me sad. And like moving away from home and my family and her like… that was uh it was rough. But at like the same time I was proud because I'll be the first for us, you know? So like it was just a lot.
19	Mr. Shelley:	Wow. Yeah, certain uh certainly it sounds like a lot. I have some positive thoughts, but what about your peers? Does anyone want to connect this PLETHORA of emotions to what {a couple of students snap[2]} we saw in Cardinal Wolsey last week?
20	Octavio:	[raises hand]
21	Mr. Shelley:	Sure. Yeah, Octavio, go ahead.
22	Octavio:	First, felicidades, amiga. *First, congratulations, friend.*
23	Destiny:	Gracias, amigo. [smiles] *Thanks, friend.*
24	Octavio:	Second, all of the COMPLEX emotions seem really reasonable. Like we said with Wolsey, life is… it's just complex. Like all the time. And it's okay to feel all of those feelings about your girl and your family and what not. What you don't want to

[2] It is an established practice in this classroom that whenever the teacher or students use a vocabulary word from the bi-weekly vocabulary lists that everyone will snap (non-intrusively) to recognize the usage.

		happen is to sort of be crippled by the MYRIAD of emotions. {a couple of students snap their fingers}
35	Stefania:	[raises hand]
36	Mr. Shelley:	Stefania.
37	Stefania:	Yeah, like Octavio said. And the other part is that you have to remember is that like you aren't defined by those feelings by like feeling them but more so by the way you react to those feelings. You know what I mean? And your girlfriend—if she's the right one—she'll stick with you.
38	Mr. Shelley:	That's insightful. Thank you, Stefania and Octavio. I think Shakespeare would agree. I know I do. Any reactions, Destiny?
39	Destiny:	It's helpful to be reminded that it's normal. I feel really heard, y'all. I guess, like, I want to be seen as strong. Like my girlfriend has been through a lot and has this fearlessness that I want to have but the other emotions of like fear and anxiety make me feel seen as more like weak. You know?
40	Josephine:	But remember what Juan Julian from *Anna in the Tropics* says... Something about how having the full range of emotions is actually a strength because you're more fully human?
41	Destiny:	Yeah. I guess that is true. I had forgotten that. Thanks, Jo[3]. It's just like why is life so hard sometimes?
42	Mr. Shelley:	It's true. Humanity is hard… or complex. And I think it's a powerful exercise to have conversations like this where we discuss how we feel, how we react, how we wish to be seen, and so on. All very good. Josephine, great connection! These are the connections you'll need to make in your writings on the AP exam.

In the first twelve turns, students are seen recalling information from the previous week's lesson. The students are exploring the emotional depth and rationale for such feeling that is embodied in Shakespeare's characters. In turn 13, the teacher positions himself as an authority in the classroom by directing students to make connections to this reading by recalling experiences in their own life in which they have felt "multiple emotions at one time". In turn 14, Destiny positions herself as having a right to respond to the teacher's question by telling the class that she recently received an acceptance letter to a school that she had been wanting to get into. After congratulating her, Destiny expresses thanks to the teacher and her classmates. The teacher in turn 17 positions himself as having a right to connect the example to the focus of the

[3] The name is shortened in its original form, too.

interaction that he was aiming for by asking Destiny how this experience made her feel. In turn 18, Destiny positions herself as having felt “happy”, “relieved”, “scared”, “sad”, and “proud”. In turn 19, Mr. Shelley validates that there are many emotions taking place and then positions the other students in the class as being important contributors to the sharing of experience when he asks for others to make more connections. In turn 22, after having volunteered and then given the go-ahead by the teacher, Octavio congratulates Destiny in Spanish on the acceptance letter. She says thank you in Spanish and then in turn 24 Octavio positions Destiny as “really reasonable” and offers further validation when he positions himself as having the right to position Destiny as having the right to “feel all of those feelings”. Consequently, we can see here that positioning has the effect of building camaraderie and validating the experience of those who are marginalized when learning spaces allow for and actively encourage such interaction. In turn 37, Stefania furthers Octavio’s comments by explaining that Destiny is not “defined by those feelings” but more so by her “[reaction] to those feelings”. She also positions herself as an authority on relationships when she says, “and your girlfriend—if she’s the right one—she’ll stick with you”. The learning experience, in this instance, is having a reassuring affect for Destiny as she says below—developing a response to research question 2. Mr. Shelley positions the students’ responses as insightful, himself as an authority when he both says that he thinks Shakespeare would agree and then facilitates a response from Destiny. Destiny positions herself as “normal” and as feeling “heard”. She continues on in turn 39 to position herself as likely to be seen as “weak” though she wishes she were seen as “strong” like her “fearless” girlfriend. In turn 40, Josephine positions herself as having the right to weigh in when she connects the idea that experiencing a full range of emotions “is actually a strength” by comparing the notion to a dramatic play that the class read together previously. Destiny responds in turn 41, thanking Josephine and also positioning life as “hard sometimes”. Once more, positioning serves to validate the identity and experience of students. Mr. Shelley validates the position and positions

the kinds of conversations that students have been having as "powerful". He further positions the kind of "connections" that students have made together in their interactions with and among one another as those that will be needed on the forthcoming Advanced Placement (AP) College Board exams.

Excerpt 18/Critical Incident 14 opens with Mr. Shelley directing students to gather details of characters that would assist them in building a profile of characteristics in order to understand the tone around various topics in the assigned reading piece. Students are in self-selected groups and are reading, discussing, and writing their responses to the guiding questions before Savannah and Joaquin begin to interact in their own group.

Excerpt 18: Critical Incident 14 – Savannah and Joaquin interact (4th period; Day 2 COMMUNITY + PEERS)

2	Savannah:	You know, I'm sad for these kids. Their parents barely want to take care of them.
3	Joaquin:	I know. The lady seems sad too, right?
4	Savannah:	Yeah and the husband is distracted or what's the word… like absent maybe? My man will have to help me!
5	Joaquin:	{laughs} I can see that. You know, I know it's a story, but I feel like this is representative of real life also. And it makes me sort of angry because there are a lot of people who want to have children and can't.
6	Savannah:	You mean like gay parents and people who can't because of medical issues, right?
7	Joaquin:	Yeah. Exactly. I just wonder what life circumstances get you to the point where you just sort of let your kids grow up around you instead of like actively raising them.
8	Savannah:	Damn dude. That's pretty deep. Our characterization question is going to be good GOOD.
9	Joaquin:	I just hope one day that I can be the kind of dad that even when life gets tiring like me and my wife or my husband can do right by our kids. You know?
10	Savannah:	For sure. Me too. Maybe our thinking about it now is what will help us in the future? Do you think?
11	Joaquin:	I hope so.
12	Savannah:	Should we put down some adjectives for question 1?
13	Joaquin:	Yeah good idea. {The students write and continue reading.}

In turn 2, Savannah positions herself as "sad for the kids" in the story because "their parents barely want to take care of them. Joaquin positions "the lady" from the story as seeming "sad

too". Savannah confirms his positioning of the woman and positions "the husband" as "distracted" or "absent". She then positions herself as straight when she says her "man" will "have to help" her. In turn 5, Joaquin accepts this position and then positions himself as "angry" in relation to the characters' actions in the story "because there are a lot of people who want to have children and can't". Savannah clarifies by asking "like gay parents and people…[with] medical issues?" Joaquin confirms that these are "exactly" the kinds of people he is thinking about and then positions himself as curious how people do not take active roles in raising their children. Through this learning experience of having students weigh in on characters' choices/actions and feelings as they relate to their own experience, students who are typically marginalized are able to be seen as good students. In many ways, activating cultural competence in this manner versus content-area competence only serves marginalized students well (answering research question 2). Savannah positions Joaquin as a "deep" "dude" and that their characterization question as likely to be "good GOOD" because of his contribution. Joaquin adds in turn 9 that he is "hopeful" that when he becomes a "dad" that he and his "wife or [his] husband" will do right by their kids. In turn 10, Savannah affirms Joaquin's statement and the final turns of the excerpt close the interaction around the students working to answer the assigned task questions. For this reason, an argument can be made that positioning, when accepted and reflected through peer interactions, has the effect of enhancing the learning experience of the marginalized student (research question 3).

At the start of the following excerpt, Victoria and Alexa are responding to a prompt that it is written on the board. Turns 12-23 feature in the previous findings chapter because it centres around interactions with a teacher. The two students discuss their personal lives as they work toward a second assigned task.

Excerpt 19: Critical Incident 15 – Victoria & Alexa interact (4th period; Day 2)

1	Victoria:	{reading the thought prompt from the board aloud} If an author were to write about your life, how do you think students in an English class would characterize you? Hint words: static, dynamic, round, or flat.
2	Alexa:	No author would want to write a book about my life.
3	Victoria:	I'd make a bet that a good author would. I know I don't know all of your story, but the small parts that I do know, they seem uh they seem pretty interesting to me.
4	Alexa:	Well thanks.
5	Victoria:	So what do you think? What would students think about you?
6	Alexa:	Hmm. I don't know. I mean the thing I think about most right now is telling my dad about my relationship with my girlfriend.
7	Victoria:	He doesn't know?
8	Alexa:	No way. I kind of don't want to tell him until after I move to college.
9	Victoria:	I get it—I think. So what would students characterize that as?
10	Alexa:	Probably cowardly.
11	Victoria:	Maybe smart or intelligent to wait until you're secure in another place?

Note: Turns 12-23 appear in the previous findings chapter as mentioned above. Victoria's comment below about layers is in reference to her having multiple emotions.

24	Victoria:	Right so my layers. Like Shrek, I'm like an onion. {laughs} I mean, I respect my parents immensely. But lately, they're driving me insane. I don't have any privacy and they're always telling me what to do and how to do it. Like even my essays for college they keep telling me I should choose other examples and stuff. Then in my relationship with my boyfriend, my mom is telling me all the time about what I should get him as gifts and how I should talk to him and like I really want to figure it out for myself you know?
25	Alexa:	Sort of like trial and error on your own?
26	Victoria:	Yeah. Don't you ever think about the mistakes you've made and realize how they've shaped you? Like what about with your girlfriend?
27	Alexa:	Oh yeah. Like a few months ago or whenever it was, she just wanted to play video games and I wanted to go jog and exercise. And in my head I felt like we should be spending time together so I kept pressuring her and finally she was like "go do you and I'll do me". That hurt some, but then I like I did and I realized it's healthy not to spend all our time together.
28	Victoria:	Exactly! See, you get it. Also, that's definite growth. Students would call you dynamic because you're growing.
29	Alexa:	{laughs} I guess… so then… what else about your layers?
30	Victoria:	Um, I guess just that like um the respectful part of me wants to do right by my parents. But then there's the part of me that wants…what's the word… like freedom… no… like AUTONOMY in what I'm doing. And sometimes I want to be

		social and then other times by myself. So sometimes there's conflict and then other times there isn't.
31	Alexa:	That's deep. {smiles} You are an onion.
32	Victoria:	{laughs} But see then sometimes I don't want to be so complicated.
33	Alexa:	Yup. You are full of contradictions, girl. {laughs} I definitely feel you on the wanting to be autonomous though. I get distracted all the time thinking about being able to just live my life how I want.
34	Victoria:	Just don't forget that there are always consequences.
35	Alexa:	True. True. I just wish sometimes that my dad could see how like I am smart and capable and sometimes (strong).
36	Victoria:	Girl. I hope he comes around. Besides, you're way smarter than I am. Speaking of… we need to write our answers still for the questions!
37	Alexa:	I don't know about that, but I did start last night. {student takes out work and hands it to the other student}
38	Victoria:	Woah. Nice!

In turn 1, Victoria reads a prompt from the board. In turn 2, Alexa positions herself as not worthy of having a book written about her life. Victoria in the following turn rejects this position and instead positions Alexa as "pretty interesting". In the same way that we have seen positioning rejected by the authority and reframed more positively (as in the second findings chapter), we see the same idea playing out in the peer-to-peer interaction in this excerpt (furthering the response to research question 3). Alexa thanks Victoria and then in turn 5, Victoria asks again, "what would students think about you". In turn 6, Alexa offers that the idea of telling her father about her relationship with her girlfriend is most consuming of her thinking. Because Alexa is consumed by the idea she expresses in turn 6, we can see that it has the effect of distancing her from the learning task. Were it not for Victoria reframing/re-positioning Alexa, choosing to withdraw or believe that her experience is not worth writing about may otherwise serve Alexa as a self-marginalizing characteristic (and therefore developing a response to research question 1). Victoria prompts Alexa further with a question to which Alexa responds, saying "no way" and that she does not plan to tell him until after she moves to college. Victoria positions herself as understanding the motivation and rationale for waiting but asks Alexa how students might

characterize this. In this interaction, it is unclear whether Alexa knows that Victoria identifies as bisexual (as she indicated on her EDSQ). In her interview, she indicates that she believes Alexa was aware of this factor because the two have been friends for two years, which includes when Victoria was dating a girl. This is clarified here because in her one-to-one interview, Alexa indicates that she is more inclined to "interact with" and "listen to" other girls who are "like" her. When further clarification was sought as to what she meant by "like her", Alexa explains that she means "girls who are attracted to girls". Therefore, it is plausible to then make the connection that Alexa is more willing to accept Victoria's re-positioning of her as worthy of being written about because of their commonality; this develops a new response to question 3. In turn 10, Alexa positions herself as "probably cowardly". Victoria rejects this positioning, offering instead to position Alexa as "smart or intelligent" as she waits to secure another safe place to live. In turn 24, Victoria positions herself as respectful of her parents, as lacking privacy, as having a relationship with her boyfriend, and as wanting to "figure it [(her relationship)] out for [herself]". Alexa seeks clarification in the following turn and Victoria confirms that trialling and erroring, especially mistake-making, is important in "shap[ing] you". Victoria then asks her about this concept in reference to her girlfriend. In turn 27, Alexa confirms that she has experienced the same phenomena and positions herself as realizing that "it's healthy not to spend all" of her "time together" with her girlfriend. Victoria responds positively and positions Alexa as understanding and as having grown. An answer to research question 2 is evident in these past turns because the learning experience (e.g. the thought prompt which has solicited the students' responses) is serving as a device through which these students' identities can be affirmed and strengthened or enhanced. In the subsequent turns, Alexa then positions Victoria as "dynamic", relating their conversation back to the thought prompt. After Alexa asks Victoria about Victoria's layers, Victoria positions herself as "respectful" and as autonomy-seeking. In that same turn (30), Victoria also positions herself as having contradictory emotions: social and alone. Alexa

positions Victoria as "deep" and onion-like in turn 31, which Victoria then slightly rejects in turn 32 when she says that "sometimes [she doesn't] want to be so complicated". Alexa proceeds to position Victoria as contradicting, as a "girl", and as "autonomous" before she positions herself as distracted. The conflicting adjectives are reminiscent of Dante's and Nicholas's expression of divergent characteristics. Thus, an argument may be made that the learning tasks at play may have the effect of encouraging students to self-evaluate in order to clarify for their own thinking how they are acting and expressing themselves (developing a response to research question 2). As the turns continue, Victoria reminds Alexa that there are consequences for life's actions. Alexa then explains that she wishes her dad would see her as "smart", "capable", and "sometimes strong". Victoria expresses that she hopes Alexa's dad comes around. Then, she positions Alexa as "smarter than [she] is". Alexa says she is unsure about that but goes on to say that she has begun the work of answering the questions that relate to their reading and the interaction ends with Victoria expressing appreciation. Alexa's tendency to be deferential may be self-marginalizing to some degree, but ultimately, through the activity, Victoria is able to be encouraging of Alexa (and vice versa) through the instances of positioning that we witness take place.

In Excerpt 20, students have been reading the short story, *The Interpreter of Maladies*, and arrive at the part where the character, Mrs. Das, reveals that she has had an affair. Two students, Terrence and Hilary, are working together and discuss both the characters' possible rationale for their actions while also postulating on their own and people in their lives' reasoning for decision making.

Excerpt 20: Critical Incident 16 – Terrence and Hilary interact (5th period; Day 3)

1	Terrence:	I just don't understand why there's so much meanness in the world… Do you think it's because of circumstances like this? Like people are hurting and so they try to take it out on others by making them hurt in exchange?
2	Hilary:	That's kinky. {laughs}

3	Terrence:	{laughs} I'm serious though.
4	Hilary:	I guess. I don't know. Honestly, it's why I don't fuck with relationships.
5	Terrence:	Now that's kinky. {laughs}
6	Hilary:	No for real though. Like, girls or guys… sure it'd be nice to have a companion but relationships they um they just complicate everything.
7	Terrence:	I totally understand. When I was dating [female student's name withheld for anonymity], I felt like I couldn't ever do right. After we broke up and I was dating [male student's name withheld for anonymity], I thought we were doing great and then he cheated on me.
8	Hilary:	Damn!
9	Terrence:	I'll say.
10	Hilary:	And then?
11	Terrence:	I don't know. It's just like whether it's in life or in fiction, people or characters they're always VACILLATING {Hilary snaps} between what they do and what they don't want.
12	Hilary:	Like I said. COMPLICATED.
13	Terrence:	I see it. When I was in a relationship with [female student] I was distracted in classes because I was trying to text her to figure out why she seemed upset with me. Then when I was with [male student], I was so (uh) worried my parents would find out that I was always thinking about ways I could get around telling them exactly why we were spending time together. My grades last year tanked because of it.
14	Hilary:	I get it. You could end up like me and just sort of close in on yourself. I never share anything out loud. I just don't feel like trying to connect. I feel like that's why I barely passed Science and Social Studies last year.
15	Terrence:	We're a bit of a mess, aren't we? {laughs}
16	Hilary:	Yeah, but we know it, so that means we're okay, right? {laughs}

In turn 1, Terrence positions himself as not understanding why there is "meanness in the world". He explores that it might be a reciprocal action and ends his turn by seeking confirmation from Hilary. Hilary in turn 2 jokes, "that's kinky". After laughing, Terrence positions himself as being serious. In turn 4, Hilary answers the question by positioning herself as unsure and also as someone who chooses not to be in relationships. In turn 5, Terrence returns the joke, saying "now that's kinky" to which Hilary responds that now she is "serious" and that it is her understanding that relationships "just complicate everything". If we choose to see this postulation as marginalizing, then it would appear that Hilary's rejection of connection is self-marginalizing.

Terrence then positions himself as understanding. In that same turn (7), he positions himself as having felt like he "couldn't ever do right" when he dated his ex-girlfriend. He continues, offering that in his relationship with his ex-boyfriend that the complication there existed in the fact that his ex-boyfriend was unfaithful. Hilary expresses empathic understanding and Terrence agrees that it was a difficult set of situations. In these first few turns of dialogic interaction, the learning experience has given rise to both Hilary's and Terrence's sense of expression when it comes to their interaction with others. Hilary prompts further explanation from Terrence in turn 10. In turn 11, Terrence positions people as being or having "vacillating" emotions. Hilary positions humanity as complicated. In turn 13, Terrence offers a further example of the relevance of this idea to his own life when he says that in both his relationship with his ex-boyfriend and his ex-girlfriend that different circumstances weighed on his thinking and positions those experiences as having had a negative impact on his learning. Hilary accepts this positioning and confirms that her past experiences with relationships resulted in a negative impact on her learning. Terrence positions them both as "a bit of a mess" in turn 15 and asks if Hilary agrees. In the last turn of the Incident, Hilary approves, but positions them both as being "okay" since they are aware that they are a mess. As the two classmates parse their understanding of human nature, they synthesise that their relationships with other people have led to less than desirable outcomes. Equally, it is through their conversation (e.g. the learning task) that they recognize this reality; therefore, both the positioning they have just engaged in and the learning experience itself serve to forewarn their future engagement with individuals. Subsequently, there is a protective value formulated in this new response to research questions 2 and 3. Furthermore, marginalization is relevant in this context because being bisexual and having this positioning reflected was not treated as an issue by either discursive participant.

After asking the teacher for help in recalling a character's name from a past reading, a group of three students interact with one another. The students are focusing on the characters'

development from their reading, but they are also attempting to relate personal choice to their own life choices as well as those of other people whom they care about.

Excerpt 21: Critical Incident 17 – Ryan, Evelyne, and Tao interact (6th period; Day 4)

1	Ryan:	{raises his hand and is called on} Mr. Shelley, what's the name of the character from the monologue we read the other week?
2	Mr. Shelley:	Are you talking about Cardinal Wolsey?
3	Ryan:	No. The other one about the um… something like the winter of our discontent and the guy's face is deformed…
4	Mr. Shelley:	Oh. Um. Richard the III?
5	Ryan:	Yeah. That's the one. {turning to his group members} So that's the um the idea I wanted to talk about here. Basically, that like… {student flips through his notebook). Yeah. Here. When he says, "I am determined to prove a villain". Like, he is actively choosing to pit his brother against the king. He knows that he is choosing to be evil, but does he know why? He does talk about his deformity just before that. So maybe he does realize that because he feels so sad and alone that he wants to cause that same negativity for others… So then we jump to this story and I read the same (energy) into Mrs. Das. Right? So like her husband leaves her feeling isolated and alone or abandoned, and so she wants to make him feel that abandonment feeling on some level and so she abandons their marriage in a fit of passion with another man, which she eventually comes to regret. What do y'all think?
6	Evelyne:	I think you're exactly right. I would focus on Mr. Kapasi though. How about how he's essentially obsessed with Mrs. Das and wondering if he could be with her until he finds out that she has gone outside of the marriage before. Which is it, man? It's this whole idea about purity and innocence for him. Ultimately, I think I'm more disgusted by him than Mrs. Das.
7	Tao:	I think Mr. Das is most despicable. What's with his inability to connect with anything or anyone. Is he not CULPABLE to some degree? {students snap} For example, he's supposed to be this science teacher, right? And he's on this tour of the wild, but he only connects through the lens of his camera and his guidebook. He doesn't connect with his children—I mean he doesn't even reprimand them when they misbehave. His conspicuous aloofness is maddening.
8	Ryan:	I don't know. I still think Mrs. Das is the character we should unpack for this question. [The question the students are answering is: Which character can you relate to other characters we have discussed in class? How and why?] I feel like there's life relevance here too that we could use for question number 2. Like, when I was dating my ex-boyfriend, I saw a lot of the same distantness and isolation that he was feeling and I tried to ask him about it, but

		I never seemed to get through. Ultimately, I came away from the relationship feeling like we all want love, and we think we know what that means, until it's in front of us.
9	Evelyne:	Deep.
10	Tao:	I didn't know you're gay.
11	Ryan:	I'm not; I'm bi. I'm complex. {laughs}
12	Tao:	{laughs} Cool. I feel (it).
13	Evelyne:	So we can use your relationship experience for question 2, but I think we should address the idea of blame like Tao said when he was talking about Mr. Das while we work to explain their relationship.
14	Ryan:	Okay. Yeah. That seems fair.

In turn 5, Ryan positions himself as having the right to discuss the underlying motivations of Shakespeare's character Richard the II with his group. He postulates that perhaps the main character's reasoning for being so cruel is to mirror that feeling so that others will be forced to experience the same emotion. As his explanation of this psychological phenomena continues, Ryan connects the same concept to the character of Mrs. Das in *The Interpreter of Maladies*. Once he has finished his case, Ryan positions his other group members as having the right to respond. Evelyne in turn 6 positions herself as having the right to speak when she responds and positions Ryan as "exactly right". She goes on to position the actions of a different character as more important. Just before the end of her turn, she positions herself as "disgusted" by the character of Mr. Kapasi because of his inability to hold on to a feeling for Mrs. Das. In turn 7, Tao shifts the focus to the character of Mr. Das, positioning him as "most despicable" because of his complete lack of connection. Ryan positions himself as having the obligation and duty to make a case for his character again, as he is not convinced. This use of positioning as a device for strengthening his argument while also connecting the literature to his own life is a marked difference from other students' use of positioning, developing a new response to research question 3. In turn 8, instead of focusing solely on the character's actions, he relates it to his own life, tying in a second question that the group has to answer; to do so, he positions himself as having an ex-boyfriend who seemed closed off. He positions himself and all other people as

"[wanting] love" and knowing what that entails "until it's in front of us". Ryan's act of positioning himself as similar to his peers develops a response to research question 3 in that positioning has the effect of strengthening communal connections when used appropriately. Evelyne positions Ryan or at least Ryan's thoughts as deep in response to his rationale and summation of character choices. In the following act of positioning, Ryan clarifies his sexuality when he is misaligned in positioning by Tao. As you saw, Tao in turn 10 attempts to position Ryan as gay, however, Ryan in turn 11, rejects that position and instead positions himself as "bi" and as "complex". In turn 12, Tao accepts the position saying "cool" and "I feel it". Thus, this interaction serves Ryan so that he is able to express his agentic movement immediately without hesitation. Doing so gains him acceptance from Tao and the conversation continues. In turn 13, Evelyne positions Ryan as having the answer to question 2 (which asks for relevance of the narrative in the students' lives), but Tao as having had the best answer for the question that explains a character's motivations and actions. Ryan accepts this position in the last turn of the excerpt, but in doing so also positions himself as having the right to be the final authority on the answers that will ultimately be composed. In essence, Ryan actionizes his position to work in his favour. For this reason, it would appear that the learning experience is positively affected.

Both Eleanor and Patrik are discussing the plot that has taken place in their reading of *The Interpreter of Maladies*. They are both making evaluative judgments against the characters' actions and then attempting to justify for one another their own thinking on the topics at hand. As is the case in most of the other Critical Incidents in Mr. Shelley's classroom, the students are connecting the narrative to their own lives.

Excerpt 22: Critical Incident 19 – Patrik & Eleanor interact (7th period; Day 4)

1	Patrik:	I don't know. I just think it's wrong of her to be having this open conversation with this other man about an affair she had when her husband is like however many feet away.
2	Eleanor:	Well, who else is she supposed to tell? I think that's part of the point, right? Like, she has no one.

3	Patrik:	I mean, I guess, but it just feels gross.
4	Eleanor:	I feel bad for her.
5	Patrik:	Would you want to date her? Or I guess like a guy like her?
6	Eleanor:	I date girls and guys. But, I don't think I know enough about her as a person to make a decision on whether I'd date her or not. You know? Like, we get this little glimpse into her life. Imagine if any one of us was judged on a single event…
7	Patrik:	I don't think I'd want to be with a guy who didn't feel like they could talk to me.
8	Eleanor:	I can agree with that. But I think that that is the idea. Like, if you feel like that then hopefully you wouldn't create a boundary between you and your boyfriend.
9	Patrik:	Yeah. I guess.

In turns 1-3, Patrik and Eleanor are discussing their thoughts on the character Mrs. Das. While Patrik thinks that the character should not be discussing her extramarital affair, Eleanor thinks that she has a right to discuss it because she is isolated by her husband and does not have anyone else in whom she can confide. In turn 4, Eleanor positions herself as feeling bad for the character. Patrik in turn 5 asks Eleanor if she would want to date the character, but then attempts to position Eleanor as straight when he switches the gender to ask if she would want to date the character. This misalignment in the position Eleanor marks for herself is quickly corrected by Eleanor. Subsequently, it would seem that positioning has the ability to affirm for others' aspects of identity that might otherwise be sensitive topics, developing an answer to research question 3. In the following turn (6), Eleanor positions herself as dating girls and guys. She goes on to explain, though, that she does not have enough information about the character to know whether she would date her or not. Patrik in turn 7 positions himself as not wanting to be with "a guy who didn't feel like they could talk to [him]". This turn is significant in that it is the first time throughout the entire week (and quite possibly the entire class throughout the year) wherein Patrik indicates that he is "homosexual" (a descriptor he chose in his EDSQ). In his one-to-one interview with the researcher, Patrik indicates that he is often hesitant to share his sexuality with his peers for fear "of backlash or negative" repercussion. Perhaps, it is because Eleanor emphatically claims her position. Were this the reason, then an argument could be made that

positioning has the residual effect of demarcating conversations as safe-spaces. Eleanor agrees in turn 8 but explains her thinking by saying that a good partner in a relationship would not create boundaries. Patrik, in the final turn, agrees, at least partially. In the final turns of this excerpt, positioning allows for the internal processing of the ideas that were meant to be explored in the lesson as they connect to students' lived experience. This amalgamated response to research questions 2 and 3 lends itself to the discussion around the actual English Language Arts standards that are addressed by way of positioning in the forthcoming, third findings chapter.

Discussion related to students' interactions with one another

Each of the aforementioned excerpts feature the dynamic of student-to-student interaction and reveal answers to the leading research questions. Of particular note is the positioning that takes place in the conversations and what we learn from it. For example, students make connections to their own life and is part of strong academic arguments; therefore, positioning can be used to strengthen academic arguments especially when students make connections to their own life. Other ideas that are of interest and emerge surround gender. For example, women often provided rationale for their positions while men did not. Additionally, women were often apt to highlight nurturing characteristics in other female speakers, especially when no male speakers were part of the conversation. In fact, the female speakers qualified their ideas less often when no male speakers were part of the group versus more often when there were male speakers present as seen in excerpts 9 and 12.

The following observations are organized around the research questions insofar as it was possible; you will find that some of the findings traverse multiple research questions.

Answers to Research Question 1. *What, if any, aspects of students' identities contribute to their marginalization?* Students have a tendency to self-marginalize. Sometimes, the self-marginalizing inclination is made in isolation as in excerpts 7, 11, and 19, and sometimes it is done pre-emptively in an effort to minimise the anticipated negative reaction of a peer as seen in

excerpt 9 and 14. Regardless of the rationale behind the self-marginalization, the fact remains that sometimes students do actively work to keep themselves separate from the larger group.

Aspects of personality may also play a significant role in the marginalizing forces at work within student-to-student interactions. Tyrell's ignoring his group members so that he could be the lead group-reader, Edgar's wanting of privacy, Rocco's choosing not to disclose his sexuality, Hilary's rejecting relationships altogether, and River's distracting Zion from the learning task at hand are all examples of personality traits that may impact on marginalization. Especially, this is true, when others are directly impacted by the choices that are being made. For example, Dante's expression of autonomous authority (in the sticker incident) allowed him to gain a level of dominant superiority, but this further separates him from Skylar, who often likes to maintain such a status in the interactions he has with other students in the classroom.

When students actively work to remove stigmas typically surrounding aspects or qualities of character or identities in their interactions with other students, the inverse of self-marginalization can occur. That is, when discursive participants call attention to marginalizing forces and connect it with normalising circumstances, a positive effect is likely to occur. An example of this takes place in Allora's discursive manoeuvring around the fact that she dates women rather than unfaithful men, who she deems as "trash" like.

Largely, aspects of students' identities can and do contribute to marginalization, but the inverse is true too. Moreover, aspects of students' identities can provide much needed insular support especially when young people are facing institutional or micro-moment marginalization. Indeed, children and teenagers need to be furnished with the tools and strategies that allow them to navigate away from the othered status toward the norm, while still maintaining a true sense of self.

Answers to Research Question 2. *What effect do learning experiences have on marginalized students' identities?* As seen in terms of aspects of students' identities, so too is it

true that learning experiences can have both a positive and negative effect on marginalized students' identities. Finding commonality through themes presented in literature and expected in writing helps students connect on deep levels and therefore lessens marginalization. Specifically, literature that showcases complex characters and mature emotional responses among those characters can serve as a catalyst for connection among readers. For example, Allora used the short story from class to connect her own decisions and life choices to those found in the narrative; Avery did the same. Similarly, writing tasks that are appropriately aligned to inspire students' reflection on their life choices can serve all students, but especially students who are marginalized, in the same positive way. Jordan, among others, were prime examples of this portent.

While the learning experience can serve as a powerful place to reengage those who are marginalized, missed opportunities are possible too (as was the case with Dante when he left to the restroom and then failed to interact when he returned). For this reason, teachers should be acutely aware of the interactions taking place in their classroom just as students should be taught rules or expectations for positive engagement in the classroom, especially in regard to discourse.

Other respects in which the learning experiences affect marginalized student identities concentrate around the exploration of self-descriptions. Dante, Nicholas, and Alexa were each careful not to settle too absolutely on adjectives to describe themselves that were polarizing. Both Dante and Nicholas used "somewhat" or "semi" as prefixes to adjectives while Alexa used adjectives that were in direct contradiction to one another. In these ways, the students were able to self-assess the ways in which they wish to be perceived. Therefore, the learning experience that encourages self-reflection is likely to aid students in settling into performative identities (i.e. identities' that are perceived by others directly rather than those perceived inherently from the self).

In direct interaction with others, though, the learning experience can have a negative effect on marginalized students' identities in that group dynamics create insiders and outsiders. This was expressly true in the excerpts that presented Andrew, Dante, Taylor, and Rowan. Because students believed they had the ability to select their group partners initially (though not true ultimately), the learning experience served to marginalize students based on perceived identity traits. It should be mentioned here that this idea was precipitated by students who identified as males though students who identified as females may have featured in the interaction. Consequently, allowing students to select partners for group work might not always be in the best interest of traditionally marginalized people.

Good practice for culturally competent educators is to provide opportunities for students to use their cultural knowledge in the classroom. It is beneficial for students to use their cultural knowledge (for example, asking students to weigh in on what the best taco is and where to get it as a whole glass discussion board either online or on a physical board in the room), especially when building commonality and connection. Critical Incident 9/Excerpt 14 chronicles and enforces the idea that creating culturally competent opportunities serves typically marginalized students well both socially and academically.

Answers to Research Question 3. *What effect does positioning have on the marginalized experience for students?* Acts of positioning have the capacity to empower or disqualify speakers in conversational turns. The data collected here saw instances wherein students used positioning to maintain a semblance of control. For example, Dante ignores Andrew, exercising his agentic movement, just after Andrew has told him he will not work with Dante. Dante also positions himself as normal and Skylar as abnormal in an effort to halt conversation around Dante's sexuality; the effect in this case was to re-focus on the lesson taking place. In Victoria and Alexa's Critical Incident and in Joaquin and Savannah's Critical Incident, positioning had the positive effect of limiting self-marginalizing tendencies (interacting with

Research Question 1). Furthermore in many of the Critical Incidents, it is observed that positioning, when accepted and reflected, has the effect of enhancing the experience of the marginalized student, which would seem obvious but is now confirmed in this data set.

Positioning, though, can also be actionized by students in a negative manner. In fact, positioning is used as a technique for marginalizing, albeit likely unconsciously. Andrew, for example, positions Dante as outside of "the guys" and Luciana is marginalized by Allora when Allora fails to validate Luciana's experience. Therefore, students need to be taught rules for engaging when in group work so that learning outcomes can be measured and so that marginalization is eradicated.

Generally, it was observed that the more that positioning is used to reject someone's self-position when removing agentic movement, the higher the emotional response appears to be; this was the case for Tyrell in his interactions with Yvette, Sarah, James, and Brett. In the same Critical Incident #9, James accepts the positions that are offered to him while Tyrell rejected the re-positioned attempts of Sarah and Yvette. In fact, it is not until James weighs in and re-positions Tyrell that Tyrell accepts the repositioning. This begs the question: was it a matter of the number of times of re-positioning, gender, sex, sexuality, race or ethnicity, tone in interaction, or other factors that ultimately acquiesces Tyrell's position as group reader? Perhaps it was a complex compound of all of those factors. Additionally, in this Critical Incident, a new idea was presented. That is, can marginalization be transferred? Tyrell, as a marginalized individual, acknowledges his poor reading skills while saying that "at least" he is not gay. At the very least, his attempt to deflect the focus from one of his marginalizing factors here was telling. While the idea of one marginalized group marginalizing another already marginalized group is not new, it is important to point to it here for further consideration as a facet of classroom dialogue to steer away from. To add to the complexity of positioning, it was seen through Rocco and Aaron's interaction that forces of tension can develop through negative and positive

positioning at the same time. Fortunately, positioning can deflect negative experiences, which was seen in Angel, Sawyer, and Peyton's interaction in excerpt 14 and in Blake, Taylor, and Rowan's interaction in excerpt 15.

In focusing on the positive positioning, it can be noted that re-positioning someone in a more positive way may be more likely when there is commonality among discursive participants like was seen with Alexa and Victoria. Furthermore, positioning can increase a positive social experience by strengthening the levels of connection among and for marginalized students. Importantly, it should be noted that there is a risk of accidental marginalization in strengthening levels of connection among those who are typically marginalized if in such strengthening there is a factor of exclusivity positioning simultaneously. These observations were found in Avery and Jordan's interaction as well as among the students in Mr. Shelley's class from Excerpt 17/Critical Incident #13.

Conclusion. The intricacies extrapolated from the data emphasize the complexity around conversation in the classroom. The numerous factors that play into students' identities development is overwhelming, but there is hope of sense making if we focus on what we can do to help young people develop conversational skills. In having sought understanding of the power dynamics between teacher-to-student and then peer-to-peer interactions, the larger, over-arching question still remains: How can we make use of these observed opportunities in the ELAR classroom to address issues of marginalization and what do we learn from this? Consequently, I tackle this query in the next findings chapter.

Chapter 8 – Findings related to students' identities through English Language Arts standards

Introduction

In an era of contradictions that rivals Charles Dickens's opening line of *A Tale of Two Cities*, even the teaching of English has become incongruous for the cadre of individuals who stake their livelihoods on its perilous foundation. Continually, science, technology, engineering, and mathematics (STEM) courses and students outnumber the dwindling fewer number of Humanities students on comparison (Strauss, 2017 & 2019; Tworek, 2013; Harris, 2018; Ruggeri, 2019). Indeed, our societies may be creating the very "Hollow Men" that T.S. Eliot warned against as we usher in the decline of critical thinking as we know it—*not with a bang but with a whimper*. This is true, at least, in the Western university environment of academia.

Prior to this formative educational experience, primary and secondary teachers are expected to teach students the basics, which include English Language Arts and Reading expectations. However, there exists confusion among teachers of the English discipline across the world on just what exactly their job entails (Albritton, Turnbull, Yeazell, & Dolan, 1985; Castellanos, 2013; Smilie, 2013; Thompson, 2014). Even students have varying ideas about what the role of their English teacher is (Renjie, 2011). The worldwide shift toward testing and assessment instrumentation under the guise of accountability works in direct opposition to the ideals and mission that many hold central to their being an English teacher (Perry, 2007; Thompson, 2014; Monbiot, 2017).

Referring back to the Cox models (DES, 1989) from the literature review chapter in order to centre the importance of the English literacy-based classroom in this thesis, I became interested in collecting the impressions of the teachers in my study as they relate to the rationale for teaching English as a discipline. I found that the teachers in my study ranked these Cox model views—which none had ever seen and after adjusting for American spelling—according to their

belief system and without consulting one another, (from more important to less important) as follows:

Table 3

Teacher Participant Views on the Purpose of an English Course	
Mrs. Angelou	Personal growth; adult needs; cultural analysis; cross-curricular; cultural heritage
Ms. Anzaldúa	Personal growth; cultural analysis; adult needs; cross-curricular; cultural heritage
Ms. Lorde	Personal growth; adult needs; cultural analysis; cross-curricular; cultural heritage
Ms. Oliver	Personal growth; adult needs; cross-curricular; cultural analysis; cultural heritage
Mr. Shelley	Personal growth; cultural analysis; adult needs; cross-curricular; cultural heritage

While the consensus may speak more to the campus-culture than to their training as teachers, it was eye-opening, nonetheless. The differences in ranking allude to some of the difficulty in the phrasing of the views as Goodwyn acknowledged. Unambiguously though, it was clear that for each teacher, there exists a strong belief that the English classroom should be primarily concerned with teaching people how to be human; that is, how to access their humanity through communication with the outside world as they each grow as a person—not only in the physical sense but also in the social and emotional, aesthetic sense. To accomplish this goal and to ensure that students are mastering the tested standards of course content, a delicate combination of skills hangs in the balance every time teacher's teach. For the teachers in this study, this activity in stability means that they must craft lessons around required English Language Arts and Reading standards while also focusing on the personal development of their students.

To provide context—and thereby a functional and positioned storyline regarding *what* is taught—around the Texas Essential Knowledge and Skills (TEKS pronounced "teeks") as the standards linked to findings throughout this section, I explain herein that these standards are mandated by the Texas Education Agency for each grade-level course from kindergarten through

12th grade in the following content areas: English Language Arts and Reading; Mathematics; Science; Social Studies; Languages Other Than English; Health Education; Physical Education; Fine Arts; Technology Applications; Career Development; Spanish Language Arts and English as a Second Language; Career and Technical Education (see Appendix A for a full listing of ELAR TEKS). Since the research in this study was conducted during the 2018-2019 school year, the classroom lessons followed the adopted and amended English Language Arts and Reading standards for English III and IV, which are mostly identical with the exception being that English 3 students are to focus on American texts while English 4 students are to focus on British texts, as of 2017. By underscoring the standards that are addressed in the lesson across the four classrooms together and in looking at the ways that the students are engaging, my findings are strengthened and provide rationale for why Teacher/Educator Preparation Programs (EPPs/TPPs) need reform. After all, the identities work being done in English classrooms is not only developing students as humane people but also through such work they are acquiring English Language Arts and Reading skills.

For your ease of reference, I list the ELAR TEKS number that is addressed in each teacher's classroom whilst discussing the findings of the interactions around the curriculum standards (see Appendix A for further cross-referencing). Then, I provide recommendations for increasing engagement with the curriculum as a finding based on classroom occurrences and the literature that was reviewed in chapter 2. I synthesise my findings by first addressing the context of student-to-teacher interactions and then student-to-student interactions as they interact with various standards in the curriculum by consulting the excerpts/Critical Incidents from the previous chapters. Finally, I group students' communications together wherever patterns emerge.

Mrs. Angelou's and her students' engagement with standards

In Excerpt 2, Megan addresses the tone (8F) of the text (e.g. compassionate and sympathetic) following the teacher's prompt for her to do so directly. Megan provides textual

evidence (4F) for her claim that Mrs. Das is lonely when motivated by the teacher's question. Instinctively, Megan connects her reaction to her own relationship with her girlfriend. The teacher validates her answer and explains that the motif that points to the character's moral dilemma (6B) is correct. In this interaction, the teacher commends the student's responses and in doing so likely contributes to the identity work actively taking place in these moments.

Dante's writing and Nicholas's writing about themselves (9B) in excerpt 7 develops in the amount of time and they actively share their work with the class. In both cases, the teacher confirms the depth of thought reflected (9Bii) and thanks each student for his commentary. It is only in the distraction from Dante's own words by Skylar that the commentary shifts to sexuality. Whilst the teacher did not explicitly signal to students at the beginning of the activity that they should be supportive of one another, there is the implication that students should be supportive and not discouraging or disparaging when she states that the pieces of writing were "pretty personal". Skylar, either misses the implication or chooses to ignore it as identified through his attempts to position Dante negatively. Were the teacher to state directly that students should be encouraging of one another, then there may exist a more substantial communal effect than was seen in this interaction.

Setting an expectation up front around collaboration in group work (1D and Strand 3) could be helpful in abating the adverse interactions that are displayed in Andrew and Dante's interactions from excerpt 8. The same is true for Tyrell, Sarah, James, and Yvette's group from excerpt 9. Setting ground rules or norms for interaction regarding the decision making (and other vital roles) can help facilitate more positive interactions (e.g. Literature Circles and Roles for Reading, as referenced in the Literature Review from chapter 2). A different point/finding relates to the fact that the text complexity (TEKS Strand 3) is difficult for Tyrell and causes issues around the ability to focus among group members. Due to the vocabulary difficulty, it may also

have been helpful for the teacher to pre-identify difficult words in order to aid in increasing oracy proficiency (e.g. fluency versus grammatically) for all group members (2A).

In excerpt 10, Allora makes connections to her own personal experience and ideas in society (4E) as she reads with Luciana. While Allora vaguely describes her personal connections (5A), over all, there is a lack of connection for Luciana because she does not get to fully express her thinking. The lack of prompts that offer Luciana the opportunities to express her thinking either by the teacher or by Allora serve to marginalize Luciana's voice. Soliciting responses from both students, at least by way of the guided questions (if not in class wide discussions) or as part of the task design may be assistive for students who may be more introverted than extroverted.

The teacher's expectation that students make connections to their own lives serves as the harbinger to Megan and Edgar's discussion about sexuality and their plans for college in excerpt 11. Though off the topic that is expected of the learning task, the interaction is an example of the expressive identities work that can occur when facilitated in all storylines or contextual levels across the classroom. Therefore, a clearer picture of the day-to-day and micro-level discursive points of action begin to take shape. Thus, it is observable that curriculum/task design has the ability to positively affect or increase students' engagement with one another in the classroom; this partially responds to research question 2.

Ms. Anzaldúa's and her students' engagement with standards

Ms. Anzaldúa encourages Josie and Paloma to summarize the grade-level text in English (Strand 5) after doing so in Spanish (Strand 4). The students use the summary in order to paraphrase as they maintain the meaning of the text (5D). Their verbal engagement is maximised as they connect with the details of the text (Strand 6). The teacher prompts both students to make personal connections (4E) and though they respond, there is some superficiality in their connections. Whether the engagement requires further lexical support (e.g. scaffolding and vocabulary support) is not clear from the interactions, but as the excerpts wherein connections

between texts were drawn, it would appear that all students would benefit from connecting this text with another in order to provide further catalyst for deeper connections.

In contrast to Mrs. Angelou's class, there is tension around the roles taken by Rocco, Aaron, and Christina in an effort to facilitate better collaboration (Strand 3) than was seen in Mrs. Angelou's class. The differences in communication style and teacher management of on-task group behaviour may link to this difference. Taken altogether, the English Language Learners code-switch when the teacher is nearby possibly because speaking in the target language (e.g. English) is established as a classroom expectation. The types of teaching strategies encouraged through the campus professional development explains to teachers that continual reminders to use the target language are important in the students' expansion of vocabulary. Given these students' proficiency scores in from language testing (all at an Advanced level), there is still a case to be made for their engaging at a deeper level of personal connection with the short story because their comprehension scores from the test given after the reading indicated that there was a below average retention of plot, characterization, and tone.

Ms. Lorde and Ms. Oliver's and their students' engagement with standards

Ms. Lorde tells Sol in excerpt 4 that she finds it helpful to create a mental image to deepen her understanding of herself (4D) before leading Sol through the activity. Further, in an effort to assist Sol in composing her poetry (10A), she presses her to make a personal connection (4E). Capitalizing on the chance to build Sol's positive self-image, Ms. Lorde highlights positive characteristics that she observes in Sol—activating additional engagement with the writing process for the student. Sol's response to Ms. Lorde's positioning indicates that she is positively affected on a personal level, and Sol develops of view of herself in her writing that is more positive than she expresses verbally. That is, she writes that she is "ready for the world to see her as smart". Consequently, writing tasks help reinforce newly accepted positioning of the self.

Riley, Avery and Jordan have composed poetry (10A) and are analysing relationships among characteristics in their poems (7B) as they relate to personal details in their respective lives (4E). Interestingly, the group is able to function and stay on task with no re-direction from the teacher even though group roles are unassigned; the attainment level is predominantly above average for these individuals and it is noteworthy that they all identify as female. This juxtaposition in being able to stay on task is strikingly in contrast to the comparison of Angel, Peyton, and Sawyer's group interactions. The task at hand is designed for students to identify commonalities among their personal connections, but storyline tensions work against this in the predominantly male group. The teacher's physical proximity to the group is a behavioural management technique that seems to redirect the students, but the group is mostly unproductive after she leaves. The issue here is most about the dependency upon the teacher for focusing on the task. Additionally, the fact that the tensions override the responsibility they might feel toward the task/teacher indicate a deeper level of marginalization than has previously been discussed. Therefore, the effect that positioning has on the marginalized experience for students in this group is that it serves to temper but not erase feelings of division.

Blake, Taylor, and Rowan when given the chance to select group members, devolve into derision rather than positive collaboration. As evidenced here and in conjunction with the research presented in the literature review, if the classroom is to be seen as a place in which students explore the dynamic of working with others from whom you disagree ideologically, then rules of engaging should help to bridge differences once they are established. With this said, it is worth mentioning that it is also possible that students grow and develop through dissent and negative experiences and perhaps it is the resolution and handling of these situations over time that contribute to being able to work with others with whom you disagree. In the same way that students are given sentence-stems (or sentence skeletons as they are sometimes called) to support their compositions, they could also be given sentence-stems to create functional, respectful

dialogue when discussing classroom material and when interacting in general as this is a structure that students are familiar with and which the literature supports too.

River and Zion are re-directed by the teachers but are not offered other support. Zion at one point even indicates that he is unsure of vocabulary, but instead of receiving the needed academic provision, his behaviour becomes the focus of the interaction. One possible suggestion to minimise this form of positioning in the learning environment would be to post sentence stems around the classroom for teachers and students to use as they offer or seek assistance as these may be helpful for all parties involved. Though the idea may seem trite for the experienced teacher, students who enter—year after year—do not hold the same level of knowhow. As we know for other scholars in the field, creating a culture of respectful engagement is key to learning success.

Mr. Shelley's students' and his engagement with standards

Victoria and Alexa are discussing the posted thought-prompt in Mr. Shelley's class, which asks students to treat themselves as characters while analysing their own circumstances and experiences (both 6A and 6D). Doing this exercise prior to the application of this technique in other literary texts aims to assist students in building confidence in this skill set. Furthermore, classroom norms feature heavily among the interactions in this class in that students request privacy at times whilst assuring the teacher that they will work.

In Sam's interaction with Mr. Shelley from excerpt 6, a similar level of agentic movement is detected when he asks Mr. Shelley to answer the question that Mr. Shelley has just posed to the class. Mr. Shelley at multiple points during the collected data over the week reminds students that if he asks the students to do something that they can expect the same of him. This facet of classroom interaction is also seen in modelling writing under the document camera, which is then projected on a large screen at the front of the class for all to see, while students write in response to a prompt. Later in the same Critical Incident #6, Mr. Shelley validates Sam's

personal connection in regard to characterisation (4E) before asking for Sam's peers to find commonality; this could become a standard practice for the teacher who hopes to facilitate positive identities work. The caveat in this example is to seek connection among students carefully since seeking connection among students when it is unlikely could lead to further marginalization or may even be seen as trite. This stipulation is offered based on the two students who did not raise their hand when Mr. Shelley asked to see who had a connection to Sam.

In Critical Incident #13, students in Mr. Shelley's class are analysing British literature (7A). The teacher asks students to make connections to their own lives (4E). Destiny and Octavio take it upon themselves to relate back to the literature as they discuss their emotional experience. Later, Josephine self-selects a text to refer to (5A). During the videoed lessons, Mr. Shelley often asks students to identify relational links between texts. This expectation could be marginalizing for students who are not well-read and who may be embarrassed or corrected multiple times by their peers if they were to attempt to read aloud (as was seen in the excerpt with Tyrell). To combat this, teachers could provide students with a list of texts from the vertically-aligned curriculum that include thematic connections.

Savannah and Joaquin explore the author's choices as they formulate their reaction to the text (e.g. the mood) while also considering their own personal responses to the plot (8F and 6C). Victoria and Alexa function in much the same way just as Hilary and Terrence do. The students have guiding questions that lead them through their connections, but they also demonstrate a maturity and mutual level of respect that serves as an exemplary model for classroom dialogue that facilitates the creation of inclusive classrooms. That is, these students not only respond in writing to the guided questions, providing textual evidence, but also in their dialogue, they gesture to indicate active listening (nodding and leaning forward toward the other discursive participant) and they confirm or accept positions of their peers while also asking questions to clarify misunderstandings. Furthermore, there is little dialogue laden with evaluative wording

(i.e. adjectives) used in the symbolic interactionism of what is occurring. Perhaps showing students transcripts of desirable forms of interaction may be helpful as English teachers work with students to develop and hone their communication skills.

Ryan, Evelyne, and Tao work through their analysis of the assigned text and make comparisons across genres (3, 4A, 5A, and 7A) in the similar manner that Patrik and Eleanor converse with one another. Ryan, Evelyne, and Tao discuss the moral dilemma of Mrs. Das's actions (6B), and they use various advanced vocabulary words (2A) to make meaning. They support each of their arguments with textual evidence (4F) and relate their thoughts back to their own lives (4E) while maintaining collaborative, respectful discourse (1A). Thence, students have shown that they are capable of fostering inclusive discussions when given the necessary tools to do so.

Discussion on Teachers' Classrooms

The students engaged with rigorous instruction in the classrooms despite the tangents on which some of the students go. The high-level of engagement is generally encouraging, but the issues around marginalization require precise planning and navigation. In thinking about sentence stems for dialogical interactions and the assigning of group memberships and subsequent goals, I am reminded of parliamentary procedure and the use of *Robert's Rules of Order* in many businesses and other governing bodies throughout the United States as well as the rules of debating taught in speech classrooms. Robert's Rules of Order were established out of a necessity to facilitate general business meetings made up of people with varying viewpoints in the late 19th century, especially when controversial topics arose. Then, Henry Martyn Robert adapted the rules and practices of Congress to the needs of non-legislative bodies. While I by no means advocate for the rigid, highly-structured forms of engagement that are characteristic of groups who employ the use of the rules to occur in classrooms, I do advocate the idea of providing students with structured sentence starters for agreeing and disagreeing in discussion,

for clarifying information, and for seeking further understanding. While this idea is not novel or unique (see the Illinois State Board of Education's Speaking and Listening Kit: Collaborative Conversation Suggestions & Sentence Stems, 2016 for examples), I mean to suggest that we go further beyond the models that exist and teach students and teachers about the ways in which positioning takes place every time communication occurs so that they may work conscientiously toward a more inclusive learning environment. In Texas, students in English 3/11th grade (e.g. those students who are 16 and 17 years old) learn about argumentation and useful discourse markers for positioning their thinking in writing; in English 4/12th grade (e.g. those students who are 17 and 18 years old), students learn these ideas through literature. In fact, most of the teaching around reading and writing at the high school levels already expect students to infer authors' intention and purpose through the analysis of rhetorical strategies and literary elements. Therefore, educators can teach students these nuanced facets of communication through practised discussion in the learning environment. This is especially true as students spend so much of their time on social media platforms that skew the rules of engagement that were once largely commonplace.

Because the standards are already aligned to facilitate such a concept taking place, Texas is poised for growth in its Educator Preparation Programs; this idea is not only relevant in Initial Teacher Education but also it is relevant in Continuing Professional Development. Teachers, at this point in time, are only ever exposed to the actual way in which teachers talk to students when they enter the classroom as an intern/as a student-teacher or when they have the opportunity to view their colleagues teaching once they are already educators themselves. Thus, prospective and current educators need to learn these nuanced levels of positioning from an experienced teacher who is doing and facilitating such engagement well. Without incorporating examples of positioning into the curricula offered—rather than assuming prospective educators will absorb it in their internship—soon-to-be teachers and even current teachers run the risk of perpetuating

problematic classrooms. Furthermore, advanced levels of teacher education are needed because without such training, marginalizing forces will continue occurring.

Educator Preparation Programs (EPP) across the State of Texas

If we examine more carefully the conditions and requirements of EPPs, it becomes evident that in theoretical and philosophical terms, these entities already say that they to do many of the compliant, safe-guarding requirements that are expected of them, but indeed, the practical terms are largely non-existent. In addition to many other stipulations, the TEA (2020) explains that all prospective EPPs must expect their candidates to be well-versed in:

> A) designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
>
> (B) formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
>
> (C) ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
>
> (D) clearly and accurately communicating to support persistence, deeper learning, and effective effort;
>
> (E) organizing a safe, accessible, and efficient classroom;
>
> (F) establishing, communicating, and maintaining clear expectations for student behavior;
>
> (G) leading a mutually respectful and collaborative class of actively engaged learners;
>
> (H) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;

(I) reflect on his or her practice; and

(J) effectively communicating with students, families, colleagues, and community members. (Texas Administrative Code; 19; 7; 228; 228.35)

The practical steps for achieving these goals varies across programs in the state, and indeed across the country (as you will read below). Specifically, points A, C, E, F, and G would be addressed in the practical sense by prospective educators learning about positioning and how to use it in their classrooms. Understandably, there is a rejection of mandated curriculum throughout the U.S.; therefore, the suggestions made here could be listed as an option for creating classrooms that decrease marginalization by empowering young people to be self-advocates through their own speech acts. In turn, listing positioning as one of many options for inclusivity could alleviate the challenge faced in implementing such strategy across the whole of the country, which I discuss further below.

Teacher Preparation Programs across the United States of America

In the United States of America, it is illegal for the federal U.S. Department of Education "to exercise any direction, supervision, or control over curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system" (Section 103[b], Public Law 96-88). Therefore, it is each, individual state's responsibility to mandate standards of practice for educators and for students. In practice, this means that there is no national standard for what students across the country learn nor is there a national standard for teacher/educator preparation programs (T/EPPs). Even the term for the program is inconsistent; Texas, for example, calls it an Educator Preparation Program whilst Washington calls it a Teacher Preparation Program. It is true that voluntary membership in national curriculum programs exists, but there is no blanketing authority to drive the standards of nationwide practice.

The lack of uniformity means that the current model for evaluating TPPs varies across geographical boundary lines. Consequently, national change in TPPs is arduous. However, there

are some efforts for nationwide reform that have been successful. In an effort to make it easier for teachers to move from one state to another and attain certification to teach in the new state, for example, an Interstate Agreement was created by the National Association of State Directors of Teacher Education and Certification (NASDTEC). Founded in 1928, this organization characterises standards boards and commissions as well as state departments of education in all 50 states, the District of Columbia, the U.S. Territories, and three Canadian provinces: Alberta, British Columbia, and Ontario. In essence, the Interstate Agreement is a reciprocity understanding between states in that each state continues to define what requirements they will mandate for teacher certification while attempting to find consensus. For example, if you gain teacher credentialing through a university in Texas and then pass the state's teaching examinations (there are generally two: 1. Professional and Pedagogical Responsibilities and 2. Subject Specific/Content-Area), then you are granted certification. If you wished to gain licensure to teach in the state of California, you would consult the Interstate Agreement, which indicates that in order to earn a teaching credential in California, you must take and pass the California state tests for teaching. If you were to wish to gain certification in Colorado after having received certification in Texas, though, you would need only to submit the necessary documentation of preparation undertaken and the standard processing fee. As it were, the credentialing process is complex, but the need for some uniformity and collaborative effort is already in place. For this reason, it is conceivable that textbooks and other ancillary material could be made available as optional resource manuals for this agency and for others like it: the Council for the Accreditation of Educator Preparation (CAEP). The needs of marginalized students indicated from the transcripts are that they feel and require connection to literature they read in the classroom. Opportunities for writing in which marginalized students can bridge such connections are seen in the standards, and it is these opportunities that help to break down the barriers that may otherwise be static in the classroom. As culture and society have changed over

time, there are now (perhaps more than ever) published works that can be utilised across discourse (both speaking and writing). Though expectations may differ across state boundaries due to the political differences around the country, facilitating the use of resources that reflect these ideas are likely to drive classrooms to be places where all children have the right to be seen and heard.

United Nations Rights of Child Convention + Public Sector Equality Duties

In geographical locations outside of the United States, it is worth mentioning that such training may be easier to implement, especially where there are uniform standards that expect children to be educated in identity-safe environments. With the exception of the United States of America[4], every member nation state in the world has ratified the Convention on Children's Rights. The United Nations Convention on the Rights of the Child (UNCRC) addresses every child's right to survival, development, and protection against neglect, exploitation, and abuse whilst lifting up issues around education, juvenile justice, and health care. The suggestions and recommendations made in this chapter are both aligned with these values and are practical, real-world ideas that are implementable into learning environments everywhere.

In the United Kingdom, the Equality Act of 2010 says that public authorities must "have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities" (GOV.UK webpage, 2020). This example of policy and others like it from across the European Union, encourage the incorporation of the kinds of standards of practice that I advocate for herein. These standards coupled with those from *Interpersonal Relationships in Education: From Theory to Practice* by

[4] A researcher for the American Civil Liberties Union's Human rights Program, Sarah Mehta, explains that the United States' lack of ratification stems from divisive politics within the country and from misunderstandings. Specifically, it is the belief that the treaty represents "an assault on American sovereignty…[in that it contains] implications for U.S. law" that would expand the reach of the federal government—taking away parents' rights to raise their children as they wish that has kept the treaty from ever being delivered to the Senate floor for ratification. Others believe that the impact on the American government to enforce the standards among allies is part of the issue too.

editors David Zandvliet, Perry den Brok, Tim Mainhard, and Jan van Tartwijk are likely to leave positive, lasting effects on students' identities work. After all, teachers' roles in meeting the needs of marginalized students through law, mandated practices, and local policy directly impact upon their learning experiences and their social and emotional development.

Discussion related to students' and teachers' engagement with ELAR standards

The Nobel Prize in Literature winner, Toni Morrison, wrote that there exists an "inside/outside blur that can enshrine frontiers, and borders real, metaphorical, and psychological, as we wrestle with definitions of nationalism, citizenship, race, ideology, and the so-called clash of cultures in our search to belong" (p. 8). As she reflects on foreignness and her feelings of otherness, I was struck by the idea that there is a preservation—or enshrining—of boundaries as we wrestle to come to terms with who we are. In many ways, the lack of practical applications for the development of interpersonal relationships in classrooms is a part of such preservation. In order to traverse the presupposed boundaries and to allow for the fluidity that has become the linchpin of intersectional identities agentic work in classrooms, teachers, researchers, and policy makers must come together to minimise the marginalizing forces that occur at the communicative levels in classrooms. In the same discipline of psychology that encourages metacognition as a highly impactful technique for learning, we must begin to teach both educators and students about the metacognitive importance of communicative speech acts as they collaborate more thoroughly and more respectfully with their peers (Cedersund, 2013). If we are reliant upon our literary history and Civil Rights history for direction when it comes to collaboration and inclusivity as we diminish the stronghold of marginalization and oppression, then it is both as John Donne says in his Meditation 17 that "no man [or woman] is an island" just as it was true when Martin Luther King, Jr. insisted during his lifetime that "Whatever affects one directly, affects all indirectly." Therefore, we can make strong use of the learning opportunities and opportunities for whole class and one-to-one interaction in the English

Language Arts & Reading classroom to address issues of marginalized students' identities-work by cultivating relationships among and with students that reflect fair and equitable access to curriculum and chance for active participation. What we learn from this is that for too long our institutions have been allowed to perpetuate myths about the marginalized and to deny the marginalized possibilities for engaging and interacting with support. Furthermore, we learn that there is great power in the connection to literature for all people when conversations around such reading foster not only acceptance but also appreciation of diversity and inclusion.

Chapter 9 – Conclusion

Introduction

Charles Dodgson, better known as Lewis Carroll, was a mathematician at the University of Oxford in 1862 when he penned and later published *Alice's Adventures in Wonderland*, following a convivial rowboat ride down the River Thames with friends and a few children—one of whom was named Alice (BBC, 2015). To read this fantastical trip down the rabbit hole as an allegory is helpful if you apply it to the research process. There are many wonderful characters along the philosophical journey toward true knowledge, after all.

Research questions riddle the mind as if one were sitting at the Mad Hatter's Tea Party table and we expand and contract our understanding of the educational field of research much *like a telescope*. Furthermore, the appetite for understanding, in this case "Understanding Marginalized Students' Identities Work in the English Language Arts Classroom" might be greater than that of Alice herself as she cantered through the magical, mad wonderland all those years ago. The following food for thought satiates the thirstiest and hungriest of all of us who wander through this field, searching for how we can make the world better through our everyday actions and in our work as educational stakeholders.

Overview

In sequential order, this last chapter discusses the main findings from this dissertation, which are taken from chapters 5, 6, 7, and 8. In summarising these corroborative and original contributions to knowledge, I offer the reader a précised view of the strongest arguments made in this thesis. As with all doctoral work, there are a number of limitations and other issues that future researchers may wish to address. Consequently, these related issues and suggestions for attending to them in prospective research are explained. Implications for local and legal policy are also given in an effort to make relevant the findings discussed herein on the largest scale

possible. With this said, it must also be acknowledged that there is quite a bit of detailed work to be done in the minutia of everyday conversation.

Because this thesis investigated the structure of dialogue at the interactional levels of both student-and-teacher conversation and student-and-student conversation, there is a novelty to this work not found often in other educational research that examines classroom discourse. Building on the existing literature, which I discuss in chapter 2, around classroom talk, this exploration of students' identities work is grounded in the methodological and theoretical model known as Positioning Theory, which I discuss in chapter 3. Specifically, the interactional levels of student-and-student and teacher-and-student, were examined in an effort to gain an understanding of how the structure of discourse (at macro and micro levels) and positioning (which is marked through spoken linguistic choices) allows for and/or shuts down instances of marginalization in the educational setting. To capture such intricacy in the phenomena of discursive psychology, a discourse analytic approach was adopted, which focused on the manner in which both teachers and students negotiate positions of agentic movement and authority through speech acts predominantly. Other data were triangulated with video-recorded instances of dialogue that have been extracted and excerpted into the findings chapters where appropriate to include students' classroom work and audio-recorded interviews. The specific methodological actions taken and the methods used in this study are found in chapter 4.

Whilst findings chapters 6 and 7 discuss the interactional levels mentioned above, they are sandwiched between chapter 5—wherein I analyse the ethical underpinnings of all levels of this study and provide outcomes around treating students' voices honourably—and chapter 8, wherein I synthesise the results from chapters 6 and 7 as they interact with the standards of practice in the English Language Arts & Reading (ELAR) classroom. Because the research into classroom talk is so structured along the innate rules of interaction, there is a meticulousness offered at the linguistic level of analysis that features heavily in this scholarship. The fastidious

nature of interactional norms leads to highlighting moments of tension and moments of acceptance for students who are typically pushed into the margins. Nevertheless, despite the constraints on the taking of turns in dialogue, there is a clear negotiation of identities work that takes place both as students are off-task and as they are engaging with their peers and teacher in the classroom while making conjectures, performing writing tasks, providing justifications and offering textual evidence in support of their rationalizations around language arts concepts like tone, mood, and characterisation.

Re-examining the Research Questions

The main questions that this research queried were:

How can we make use of the opportunities in the English Language Arts and Reading classroom to address issues of marginalized students' identities work AND *what do we learn from it*? In responding to these overarching research questions and the three other polythetic research questions, I make the following unique offering to education as a field of study.

First, in responding to the main question, we find that discussions which take place around literature and through critical lenses taught in conjunction with such literature and the dialogue among students as they work to understand various facets of knowledge in the English classroom offer an opportunity to remove marginalizing forces often for students and sometimes for teachers. Additionally, the analysis of classroom discussions found that reading—as well as both the compositional writings and interactional discourse that stem from the analysis of such reading—has the opportunity to engage our adolescent students in the self-reflective processes of the psyche that activate thinking around our identities.

Second, because we have learned that students' identities work is precarious and rests upon many factors, especially at the intersection of gender and sexuality and gender and race and gender and race and sexuality, we must seek with due diligence the opportunity to teach our

pupils about appropriate rules for engaging, especially through positioning and especially in a respectful manner.

Third, we can make use of the opportunities in the English Language Arts and Reading classroom by ensuring that our curriculum includes reading, writing, speaking, and listening opportunities across diverse character, author, and speaker backgrounds in an effort to provide more broad representation to the students who read and listen to such work; the impact of doing so may reduce marginalization. Additionally, in relation to curriculum standards, this thesis corroborates the literature that says that setting ground rules or norms for interaction regarding the decision making (and other vital roles in group work) is likely to facilitate more positive engagement among learners. Furthermore, when tensions around varying identities occur in dialogue, they override the responsibility that students might otherwise feel toward the task/teacher.

Interestingly, though, when students' previous attainment levels in the English classroom are high, and the more autonomy or agentic movement marginalized students are permitted, the more deeply they engaged with ideas around curriculum. However, a balance between authentic connection and students' individual experiences is imperative to sustaining students who are marginalized; otherwise the text connections they offer may appear to be deep but in actuality are superficial to their understanding of themselves. Structures for supporting such connection, especially among students who are marginalized, may include sentence stems, rules for engaging, and roles for reading as well as literature circles.

What we learn from this main question's findings and in conjunction with the findings from the ethics chapter is first that it is the responsibility of stakeholders and researchers concerned with education to serve as diligent guards for the institution of learning at all levels. By this I mean educators must ensure that the dialogue they engage in and which takes place around them perpetuates opportunities for all learners not just a select few. Second, we learn that

in treating students' voices honourably in research as they work through the intersectionality of their identities by way of positioning, that transparency of all of the research process leads to a high form of ethical value and safeguards the relevance of a work over time. Moreover, failing to contemplate the strains that arise within ethical considerations is an act of marginalization in itself. To be aware of our own perpetuations of inequality in order to avoid their reproduction, especially in the findings of research, means that marginalizing forces are minimalised for students when our ethics are pre- and post-meditated upon.

We also learn as researchers of the ELAR classroom that when researchers are provided with the space in their reporting of findings to highlight their feelings and biases connected to their work that they present better, more methodical treatment of their data and participants who are marginalized. After all, when the objective, underlying choices made in analysis are clear, such transparency is likely to diminish forces of marginalization preservation. It is certainly evident that the authenticity and fairness of research is advanced when it is obvious what decisions and ideological underpinnings are at play within various aspects of the work.

In an effort to bring supplemental clarity to this thesis overall, I will now review my polythetic research questions and combine my academic responses for a full synopsis of this study in its entirety below.

Summarising the Work

Answers to Research Question 1. *What, if any, aspects of students' identities contribute to their marginalization?* There is a tendency among students who are marginalized to 'self'-marginalize. Sometimes, these students do so in isolation, without the uptake of others, as we saw in excerpts 7, 11, and 19. Yet, it may also occur in the interaction with peers as seen in excerpt 9 and 14. The explanation for why varies, as discussed alongside the data, but regardless of the rationale behind the self-marginalization, the fact remains that sometimes students do actively attempt to isolate or detach from others.

Facets of character may also impact significantly as marginalizing forces in the classroom, especially within student-to-student interactions. A student who is headstrong and unyielding in group dynamics, other students' want of discretion, and still other students' recreational distraction are all personality traits that seem to impact on marginalization in the school setting. Especially, this is true, when others are directly impacted by the choices that are being made.

In addition, I found that there is an inverse to self-marginalization that can occur among student-to-student interactions. Expressly, it was evident that when discursive participants call attention to marginalizing forces and connect it with normalising circumstances, a positive and marginalizing reduction effect is likely to occur. An example of this takes place in excerpt 10 discursive manoeuvring. Overall, I found that aspects of students' identities can and do contribute to marginalization, but the inverse is true too. That is, aspects of students' identities can provide much needed insular support especially when young people are facing institutional or micro-moment marginalization. Because children and teenagers need to be furnished with the tools and strategies that allow them to navigate away from the 'othered' status toward the norm, while still maintaining a true sense of self, teachers are in a unique position to help them to do so.

As seen in the teacher-to-student interactions many times over, teachers have the ability to re-cast students' self-perceptions in meaningful and positive ways. Reinforcing positive self-concepts has the ability to invigorate a student's connection to their classroom tasks. More than that, a teacher's positioning a student in more positive ways than the student positions themself may serve to undo the toll that marginalization forces can take on the most vulnerable.

Answers to Research Question 2. *What effect do learning experiences have on marginalized students' identities?* I found that learning experiences can have both a positive and negative effect on marginalized students' identities. For example, when students can find

commonality in literature through thematic foci and when they are expected to write about such connection, there is a relationship that indicates a lessening of marginalization. Unambiguously, literature that showcases complexity in character development, to include emotional maturity that elicits responses among adolescent readers serves in a positive way to engage the otherwise unengaged, marginal young person. Examples of this can be found in the discussions that follow excerpts 8 and 13. Similar to the depth that reading offers, writing tasks that are appropriately aligned to students' life experiences can serve marginalized students in a positive way.

Unfortunately, while there are many examples from this research of what serves students well, there are also instances in which missed opportunities featured as part of the interactional turns that took place in the classroom. Consequently, it is suggested through the evidence in this thesis that teachers should attempt to be as acutely aware of the interactions taking place in their classroom as they can be. Furthermore, instances of this kind support the rationale for the previously mentioned structures that support student connection. Pre-service teachers and teachers engaging in on-going professional development would also benefit from these instances as reminders for the importance of fostering safe, collaborative, and respectful classroom environments.

Other findings around identities' work among student-to-student relationship involved students' consideration of self-descriptions. That is, in multiple incidents, students were careful not to settle too absolutely on adjectives to describe themselves. In doing so, students were able to self-assess the ways in which they wish to be perceived and they were able to continue negotiating and navigating their own experience in the turn-taking with others (both in written compositions and aloud in whole-class conversation). Therefore, the learning experience that emboldens self-reflection tends to benefit students as they reconcile their performative identities (i.e. those that are perceived by others directly rather than those perceived from within).

The learning experience can also have a negative effect on marginalized students' identities development, though. As seen in multiple excerpts, group dynamics, after all, create insiders and outsiders. This finding is important because the facilitation or the 'how' students are assembled into groups weigh heavily as either a contributing or diminishing marginalization factor. For example, when students were able to select their group partners, the learning experience served to marginalize students based on perceived identity traits. With this said, however, there were differences along gender lines in grouping preference, as I parse further in chapter 7. Consequently, teachers who work with people who are habitually marginalized may find it beneficial to assign students' group dynamics.

Overall, the effect that positioning through dialogue has on those who are marginalized is that positioning assists in mitigating but not entirely castigating feelings of disunion and discordance. Again, we see that teachers have the ability to facilitate classroom interactions that empower students through agentic movement in dialogue. When this happens, students actionize their autonomy as they begin to see themselves as keepers of knowledge. This type of learning experience can create a positive effect on students' identities.

Answers to Research Question 3. *What effect does positioning have on the marginalized experience for students?* Acts of positioning have the functioning power to embolden or exclude speakers in the conversational uptake of others. The data collected in this thesis bore witness to moments when students utilized positioning to preserve a modicum of control. Additionally, across multiple excerpts, positioning had the positive effect of limiting self-marginalizing tendencies. Furthermore in many of the excerpts, it was found that positioning, when both accepted and reflected, had the effect of enhancing the experience of the marginalized student.

Positioning, though, can also be used by all students in a negative fashion. In fact, I found that positioning is used as a tactic for marginalizing, even though it may be unconsciously, quite

often in the classroom. Yet again, these findings support the notion that students need to be taught rules for engaging when in group work so that all learning outcomes can be measured accurately and so that marginalization can be rebuked and admonished properly.

In general, it was observed that the more that positioning is used to reject someone's self-position when removing agentic movement, the higher the emotional response appears to be. This finding led to many questions in chapter 7 that future researchers may wish to explore. While the idea of one marginalized group marginalizing another already marginalized group is not new, it is important to point to it here for further consideration as a facet of classroom dialogue to steer away from. To swell the complexity of positioning, it was seen that forces of societal pressure can develop through negative and positive positioning simultaneously—this was true in both teacher-to-student interactions and in student-to-student interactions.

In focusing on the positive positioning, though, it was noted that re-positioning someone in a more positive way may be more accepted and likely to occur when there is similarity or likeness among discursive participants. Moreover, positioning can enhance a positive social experience by strengthening the levels of connection among and for marginalized students. It was also noted that there is a risk of accidental marginalization in strengthening levels of connection among those who are typically marginalized if in such strengthening there is a factor of exclusivity that is being positioned at the same time.

Finally, the nexus of language switching, sexuality, and gender features heavily in both interactions with the teacher and with marginalized students' peers. That is, the more agentic movement that the teacher encourages, the more expressive students who would otherwise be considered marginalized are likely to be. Likewise, when teachers validate students' responsiveness in classroom interactions, marginalized students are more likely to engage and often to re-engage even when students struggle with comprehension. Positioning can also have the effect of empowering students with high degrees of agentic action, especially when

consistently accepted by the teacher. Powerfully, positioning also has the effect of improving adolescents' assessment of their own thinking (i.e. metacognition).

Because of these findings, I argue that as a society, we must consciously work together to help all young people, and thereby future adults, to be aware of the subtleties that take place every time we talk. This is especially true because adolescents are at a crucial point in their development of understanding the ways of humanity. In a world where lies have become masked as 'untruths' and are considered commonplace in polemical rhetoric from politicians and world leaders to colleagues in work emails or even among supposed friends on social media, it has never been more imperative to actionize or operationalise this research than now.

The Particularity of the Work (Limitations)

The potential areas of interest for other researchers to engage with the design and findings of this study are numerous. Because classrooms are the gateways to the expansion of knowledge in numerous fields, the possibilities are endless on how this research may be applied to other disciplines, which include interpersonal relationships. The scope of this study is limited by the age-level of participants (a potential selection bias), the kind of classrooms, the geographical location, among many other gradations. In such limiting, however, a rich, deep picture and understanding emerged that have led to findings that have the power to stop marginalization in its tracks.

As I have noted within the methodology chapter, I could have taken a very different angle on my data. Therefore, one limitation is that the focus on sexuality, gender, and in fewer cases race has necessarily driven out some of the intersectionality regarding religion and/or disability and/or age and/or languages spoken and so on. It is my hope that the presentation of the design, methods, and analysis in this study alongside the findings mean that others will be able to replicate the *how* of this study in order to find new responses to the same research questions.

Another glaring limitation is that previous methods/instruments/techniques used in research of this type to collect this kind of data are largely unavailable and so leads to the novelty or uniqueness of this composition. I used specific data collection methods, which may have had the potential to enable the student voice more over other methods. I was also limited by how much I could include regarding influences outside the classroom even when my students referenced them directly because of rules governing privacy. Therefore, future studies would do well to think about the design and apply it again in a new context, keeping in mind, of course, the limited access to data, time constraints, and the conflicts that arise from cultural bias and other personal issues as I discussed in the ethics chapter.

Expanding the Implications

Because the end of this study took place amid the pandemic known as COVID-19, there are new ways of engaging in online virtual environments that deserve the same care and consideration of dialogic interaction that was given to the traditional, in-person classrooms of this work. Therefore, the results of this study could lead to further research on the ways in which online platforms of learning affect the dynamics of interaction in positioning. Furthermore, and as I plan to do, the research could look further across intersectional points of identities work or development in order to understand the other influences and forces of marginalization that play significant roles in classroom dialogue. Were this research to be implemented as suggested, then the implication of such action would mean that we would need further data on how such impact of this work plays out in actuality. In thinking about the practicality of this work, further, and in order to strengthen the reflexivity aspect of my work, I offer implications from what I have learned in my dual roles as both a teacher and as a researcher.

What I have learned as an English teacher. Students, like all people, are seeking to connect with one another, with their teachers, with their school, and with the world at large. They need the space to feel safe as they formulate, strengthen, and then change again the ways in

which they wish to be seen in the world. Students need to feel comfortable in making mistakes. Moreover, they need practice in negotiating their way through the unknown. Literature, for millennia, has offered these same opportunities to all readers. In writing, students tap into the creative power that narratives can generate. Just as we English educators teach argumentation and logical progression of ideas, organization of thinking and clarity of expression, strong development of register and voice as signalled through tone and the choice of words, so too are these concepts relational to the identities work that our students do every day both inside our school system and outside of our campuses. In the same way that they deserve rigorous instruction and high expectations, they also deserve occasions to engage deeply in reflexive, critical, and arduous thinking as they set their own high expectations for their paths in life. Finally, I have learned that wherever you are in the world, young people—for as many differences as they have—are largely the same in that they are not solely seeking acceptance for who they are but more so they are seeking an appreciation for what they contribute to our world. Teachers are ethically obligated to provide educational environments to recognise this characteristic in the generations of all those young people who come next.

What I have learned as a researcher. There is a gaping disconnect between what happens in theory and what happens in practice a lot of the time. As I postulate on the reasons for this, I am reminded of the many tasks that teachers are expected to complete in a day versus the limited amount of time in which they are given to reflect on their practice so as to make it better. As a researcher, much of my time has been spent, staring at a wall, and thinking. As embarrassing as that feels to admit, its truth adds a critical element to this work. Research needs to honour children and it needs to honour teachers. By this, I mean that teachers' voices need to appear alongside their students not only for analysis but also for the sake of teaching future teachers through the research process itself. There is also a tension in research around timing. I have learned that the outcomes of research need to be made available more rapidly and also more

freely if it is to have the impact that we all hope for. Consequently, this may mean that instead of publishing 15-20 page articles, prospective researchers aim to publish 3 paged summaries of their work to be disseminated where it is most relevant. Lastly, I have learned that there are many paradoxes and ambiguities in all of the processes that take place in the research process. However, it is in our fidelity to being ethically bound and transparent decision makers that we can best address this conundrum of contradiction so that our work has the ability to go to positively affect the world.

In Closing

In my many experiences as a South-Central Texan, as an English teacher, and now as a researcher, I find myself still revisiting one of my favourite quotations from all of literature. In Rudolfo Anaya's *Bless Me, Ultima*, the curandera (healing woman) tells the protagonist Antonio that "The smallest bit of good can stand against all the powers of evil in the world and it will emerge triumphant" (1994, pp. 476-477). If this work can achieve even the smallest bit of good in the world, then I am satisfied with it.

From this same magical spiritual guide turned healing woman comes the advice to Antonio that "You are growing, and growth is change. Accept the change, make it part of your strength" (1994, 89-90). Ultima's guidance here is applicable to us again. This is the challenge for work like what I have completed: As we grow and recognise the manner in which marginalization may be deeply embedded into our everyday lives, our only foot forward should be to accept it, not deny it, and then change it, making that change part of our strength in becoming better practitioners and researchers so that our young people have access and opportunities in every way that are rightly afforded to them.

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Appendix A – English Language Arts Texas Essential Knowledge and Skills Standards

§110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

(a) General requirements. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse

so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax;

(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;

(C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and

(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;

(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and

(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

(D) create mental images to deepen understanding;

(E) make connections to personal experiences, ideas in other texts, and society;

(F) make inferences and use evidence to support understanding;

(G) evaluate details read to understand key ideas;

(H) synthesize information from a variety of text types to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources, including self-selected texts;

(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;

(C) use text evidence and original commentary to support an analytic response;

(D) paraphrase and summarize texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(F) respond using acquired content and academic vocabulary as appropriate;

(G) discuss and write about the explicit and implicit meanings of text;

(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;

(I) reflect on and adjust responses when valid evidence warrants; and

(J) defend or challenge the authors' claims using relevant text evidence.

(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;

(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;

(C) evaluate how different literary elements shape the author's portrayal of the plot; and

(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) read and analyze American literature across literary periods;

(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;

(C) analyze how the relationships among dramatic elements advance the plot;

(D) analyze characteristics and structural elements of informational texts such as:

(i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and

(ii) the relationship between organizational design and author's purpose;

(E) analyze characteristics and structural elements of argumentative texts such as:

(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;

(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

(iii) identifiable audience or reader; and

(F) analyze the effectiveness of characteristics of multimodal and digital texts.

(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) analyze the author's purpose, audience, and message within a text;

(B) evaluate use of text structure to achieve the author's purpose;

(C) evaluate the author's use of print and graphic features to achieve specific purposes;

(D) evaluate how the author's use of language informs and shapes the perception of readers;

(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;

(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.

(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;

(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and

(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;

(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;

(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and

(E) publish written work for appropriate audiences.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) compose literary texts such as fiction and poetry using genre characteristics and craft;

(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;

(C) compose argumentative texts using genre characteristics and craft;

(D) compose correspondence in a professional or friendly structure;

(E) compose literary analysis using genre characteristics and craft; and

(F) compose rhetorical analysis using genre characteristics and craft.

(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) develop questions for formal and informal inquiry;

(B) critique the research process at each step to implement changes as needs occur and are identified;

(C) develop and revise a plan;

(D) modify the major research question as necessary to refocus the research plan;

(E) locate relevant sources;

(F) synthesize information from a variety of sources;

(G) examine sources for:

(i) credibility, bias, and accuracy; and

(ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;

(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and

(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Source: The provisions of this §110.38 adopted to be effective November 12, 2017, 42 TexReg 6148; amended to be effective August 1, 2019, 44 TexReg 3835.

§110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

(a) General requirements. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective

writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine

arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;

(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;

(C) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and

(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;

(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and

(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

(D) create mental images to deepen understanding;

(E) make connections to personal experiences, ideas in other texts, and society;

(F) make inferences and use evidence to support understanding;

(G) evaluate details read to analyze key ideas;

(H) synthesize information from a variety of text types to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources, including self-selected texts;

(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;

(C) use text evidence and original commentary to support an evaluative response;

(D) paraphrase and summarize texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(F) respond using acquired content and academic vocabulary as appropriate;

(G) discuss and write about the explicit and implicit meanings of text;

(H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice;

(I) reflect on and adjust responses when valid evidence warrants; and

(J) defend or challenge the authors' claims using relevant text evidence.

(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;

(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;

(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and

(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) read and analyze British literature across literary periods;

(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures;

(C) analyze and evaluate how the relationships among the dramatic elements advance the plot;

(D) critique and evaluate characteristics and structural elements of informational texts such as:

(i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and

(ii) the relationship between organizational design and author's purpose;

(E) critique and evaluate characteristics and structural elements of argumentative texts such as:

(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;

(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

(iii) identifiable audience or reader; and

(F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts.

(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) evaluate the author's purpose, audience, and message within a text;

(B) evaluate use of text structure to achieve the author's purpose;

(C) evaluate the author's use of print and graphic features to achieve specific purposes;

(D) critique and evaluate how the author's use of language informs and shapes the perception of readers;

(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;

(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; and

(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.

(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;

(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and

(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;

(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;

(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and

(E) publish written work for appropriate audiences.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) compose literary texts such as fiction and poetry using genre characteristics and craft;

(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;

(C) compose argumentative texts using genre characteristics and craft;

(D) compose correspondence in a professional or friendly structure;

(E) compose literary analysis using genre characteristics and craft; and

(F) compose rhetorical analysis using genre characteristics and craft.

(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) develop questions for formal and informal inquiry;

(B) critique the research process at each step to implement changes as needs occur and are identified;

(C) develop and revise a plan;

(D) modify the major research question as necessary to refocus the research plan;

(E) locate relevant sources;

(F) synthesize information from a variety of sources;

(G) examine sources for:

(i) credibility, bias, and accuracy; and

(ii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur;

(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and

(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Source: The provisions of this §110.39 adopted to be effective November 12, 2017, 42 TexReg 6148; amended to be effective August 1, 2019, 44 TexReg 3835.

Appendix B – Tables Reviewing Reporting of Sexuality

Mrs. Angelou's Participating English Classes					
Class Period	**Total # of Students in Class**	**# of Consenting Participants**	**# Not Straight out of Total Participants**	**% Not Straight out of Total Participants**	**# Not Reporting Sexuality**
Period 1	20	17	4	24%	0
Period 2	22	17	3	18%	1
Period 3	31	19	9	47%	0

Ms. Anzaldúa's Participating English Classes					
Class Period	**Total # of Students in Class**	**# of Consenting Participants**	**# Not Straight out of Total Participants**	**% Not Straight out of Total Participants**	**# Not Reporting Sexuality**
Period 1	20	19	4	21%	3
Period 2	29	27	2	7%	1
Period 3	32	22	4	18%	2

Ms. Lorde and Ms. Oliver's Participating English Classes					
Class Period	**Total # of Students in Class**	**# of Consenting Participants**	**# Not Straight out of Total Participants**	**% Not Straight out of Total Participants**	**# Not Reporting Sexuality**
Period 2	24	12	3	25%	2
Period 3	28	13	2	15%	0
Period 4	26	12	2	17%	1
Period 5	19	14	4	29%	1
Period 6	23	10	0	0%	1
Period 7	6	4	2	50%	0

Mr. Shelley's Participating English Classes					
Class Period	**Total # of Students in Class**	**# of Consenting Participants**	**# Not Straight out of Total Participants**	**% Not Straight out of Total Participants**	**# Not Reporting Sexuality**
Period 2	20	18	1	5%	0
Period 3	24	23	4	17%	1
Period 4	18	13	4	31%	0
Period 5	22	19	4	21%	1
Period 6	16	16	8	50%	0
Period 7	22	19	4	21%	0

Appendix C – Students' Self-Reported and School Reported Demographic Information

Only students who speak more than one time (or turn) appear in the chart below. For a key/legend, look below the chart.

#	Name	Age	Gender	Sex	Sexuality	Ethnicity/ Race	Skin Colour	Religion	Political Affiliation	Languages Spoken	At-Risk	Disability	Attainment Descriptor
1	Aaron ^ #	17	Male	M	Straight	HL/M2	Light Tan Brown	Roman Catholic	Conservative Republican	English Spanish	None	None	Above Average
2	Alexa ^ #	18	Female	F	Pansexual	NHL/A	White (pale)	None	None	English ASL	3, 11	Untreated Anxiety	Above Average
3	Allora ^ #	18	Female	F	Bisexual	HL/W	Brown	Catholic	None	Spanish English	5	None	Above Average
4	Andrew ^ #	18	Male	M	Straight	NHL/B	Light Brown	Christian	Independent	English	3	None	Average
5	Angel	19	Male	M	Bisexual	NHL/W	White	Christian	Centrist (right)	English	1, 3	Dyslexia Bipolar	Average
6	Avery ^	18	Female	F	Bisexual	NHL/W	Light Brown	Spiritual	None	Spanish English	1, 2	None	Above Average
7	Blake ^	17	Female	F	Sapiosexual	NHL/B	Black	Christian	None	English	1, 10	None	Average
8	Brett ^ #	17	Male	M	Gay	NHL/W	White	Atheist	Socially Liberal & Fiscally Conservative	English ASL	1, 3	None	Average
9	Christina #	17	Female	F	Straight	NHL/M3	Medium	Christian	Private	English Spanish	6	None	Above Average
10	Damien ^ # !	18	Male	M	Gay	HL/W	Brown (Lighter)	Not Listed	Fairly Left	English	None	ADHD	Excellent
11	Dante #	17	Male	M	Gay	NHL/M3	Brown	Christian	Moderate Democrat	English	1, 3	PTSD Anxiety	Average
12	Delphine ^ # !	18	Female	F	Bisexual	NHL/W	Light Peach	Not Listed	Socially Liberal & Fiscally Conservative	English	None	None	Excellent

13	Destiny ^ #	18	Female	F	Lesbian	NHL/W	Tan	Jehovah's Witness	None	English ASL	1, 9	Hypermobility	Average
14	Edgar ^ #	18	Male	M	Bisexual	HL/A	Brown	Catholic	None	English Spanish	3	None	Average
15	Eleanor ^ #	17	Female	F	Bisexual	NHL/B	Medium Deep	Christian	Liberal	English	None	None	Average
16	Emerson ^ # !	18	Female	F	Bisexual, Questioning	NHL/W	White	Agnostic	Democrat/ Liberal	English	2	None	Excellent
17	Evelyne ^ # !	17	Female	F	Lesbian	HL/W	Brown	Roman Catholic	None	English ASL		Selective-Mutism Anxiety Depression ADD	Above Average
18	Hilary ^ # !	18	Not Listed	F	Not Listed	NHL/A	Light Medium	Not Listed	Private	English Vietnamese Japanese	None	None	Excellent
19	James ^ #	18	Male	M	Bisexual	NHL/W	Beige	None	Not Listed	English	3, 8	ADD	Failing
20	Joaquin ^ #	18	Male	M	Gay	HL/W	Tan, Brown	Not Listed	Liberal Democrat	English Spanish	5	None	Above Average
21	Jordan ^	18	Female	F	Straight	HL/W	Tan/ White	None	Democrat	English	6	None	Average
22	Josephine ^ #	18	Female	F	Straight	HL/M2	Black	Not Listed	Private	English	None	None	Average
23	Josie ^ #	17	Female	F	Pansexual	HL/W	Tan	None	Private	English Spanish	5	None	Excellent
24	Luciana ^ #	18	Female	F	Hetero-*flexible*	HL/W	White	Atheist	Not Listed	English Spanish	None	6	Above Average
25	Megan ^ #	18	Female	F	Bisexual	NHL/W	White	Atheist	Democrat	English	None	Anxiety Depression	Excellent

26	Octavio #	18	Male	M	Straight	HL/W	Light Brown	Roman Catholic	Moderate Liberal	English Spanish	7	Not Listed	Excellent
27	Paloma ^ #	16	Female	F	Straight	HL/W	Brown	Christian	None	English Spanish	None	None	Above Average
28	Patrik ^ # D	17	Male	M	Homosexual	NHL/W	White	UCC Christian	Democrat	English	None	None	Excellent
29	Peyton ^	18	Female	F	Pansexual	HL/W	Pale Olive	Agnostic Christian	Private	English Spanish ASL	2, 6	Bipolar Depression Anxiety PTSD	Above Average
30	Riley ^	18	Female	F	Straight	HL/W	Light Brown	Catholic	None	Spanish English	None	None	Above Average
31	River	18	Female	F	Gay	NHL/B	Dark	Not Listed	Private	English	1, 2, 3, 8, 10	See attached	Failing
32	Rocco ^ #	17	Male	M	Gay	HL/W	Tan	Not Listed	Private	English Spanish	None	None	Average
33	Rowan	18	Male	M	Pansexual	HL/W	White	Christian	Not Listed	Spanish English	1, 3, 5, 10	None	Average
34	Ryan ^ # !* D	19	Male	M	Queer	HL/B	Brown	Agnostic	None	English	12	None	Excellent
35	Sam ^ # !*	18	Male	M	Queer	NHL/W	White	Catholic/ Deism	Democrat	English	None	None	Excellent
36	Sarah ^ #	20	Female	F	Straight	NHL/A	Nude Tone	Buddhist	Not Listed	Vietnamese English	None	None	Above Average
37	Savannah ^ #	18	Female	F	Straight	HL/M2	Medium Brown	Catholic	None	English Spanish	1, 5	None	Above Average

38	Sawyer	18	Male	M	Straight	HL/W	White	Atheist	Not Listed	Spanish English	1, 3, 4, 5, 7	Dyslexia Bipolar	Above Average
39	Sol ^	17	Female	F	Lesbian	NHL/M1	Brown	Not Listed	None	English	None	None	Above Average
40	Stefania	17	Female	F	Straight	HL/W	Olive	Christian	Democrat	English Spanish	1, 3	Dyslexia	Below Average
41	Tao ^ # ! D	17	Male	M	Straight	NHL/A	Yellow	None	Authoritarian Left (Communist)	Chinese English	None	None	Excellent
42	Taylor ^	18	Male	M	Straight	NHL/B	Brown	Christian	None	English	None	None	Above Average
43	Terrence ^ # !	17	Male	M	Bisexual	HL/B	Brown	Agnostic	None	English	6	None	Above Average
44	Tyrell ^ #	17	Male	M	Straight	NHL/B	Dark/ Black	Catholic	None	English French	3	None	Average
45	Valentina ^ # !	18	Female	F	Straight	HL/W	Light Brown	Christian	Libertarian	English	None	None	Above Average
46	Victoria ^ #	18	Female	F	Bisexual	HL/W	White	Not Listed	Independent	English	3, 8, 11	ADHD Depression Bipolar Anxiety	Average
47	Yvette ^ #	18	Female	F	Straight, Questioning	HL/W	Peachy	Catholic	Not Listed	English Spanish	5	Anxiety	Above Average
48	Zion	18	Male	M	Bisexual	NHL/B	Light Brown	Agnostic	Not Listed	English	1, 3, 10	See attached	Average

Appendix C

Teachers' Self-Reported and School Reported Demographic Information

#	Name	Age	Gender	Sex	Sexuality	Ethnicity/ Race	Skin Colour	Religion	Political Affiliation	Languages Spoken	Disability	# Years Teaching
1	Ms. Lorde	69	Female	F	Straight	NHL/W	Medium Beige - Caucasian	Lapsed Catholic	Progressive	English	None	38 total 10 @ campus
2	Ms. Oliver	50	Female	F	Straight	NHL/W	Caucasian	Non-practicing Catholic	Progressive Republican (Anti-Trump)	English	Stuttering & Dysnomia (speech)	18 total 13 @ campus
3	Mrs. Angelou	45	Female	F	Straight	NHL/M1	Light Caramel	Christian-Methodist	Democrat	English	None	23 total 6 @ campus
4	Ms. Anzaldúa	39	Female	F	Straight	HL/W	Light	Catholic	Democrat	English Spanish	None	10 10 @ campus
5	Mr. Shelley	29	Male	M	Gay	NHL/W	Warm, Sandy Beige	ELCA Lutheran/ Spiritual	Progressive, Liberal Democrat	English Spanish	ADHD	8 8 @ campus

Appendix C

LEGENDS

Not Listed = the question was left blank
Private = the student stated that they would rather not say
None = the student or school indicated that the student has "none" (or nothing) to report in relation to the question

Name:
^ = Student took Pre-Advanced Placement coursework in 1st and/or 2nd year of high school
# = Student took Advanced Placement coursework in 3rd and/or 4th year of high school
! = Student is enrolled in the Gifted and Talented program
!* = Student is new to the Gifted and Talented program in the year research took place
D = Student is enrolled in a Dual Credit (College Credit) English course

Sex:
Note: Information reported in the Gender column is reported by the student and information reported in the Sex column is reported by the parents to the school (and thereby the school to the researcher)
F = Female
M = Male

Note: "The U.S. Government defines race as a person's self-identification with one or more social groups. An individual can report as White, Black or African American, Asian, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander. Students/Parents may report multiple races" (U.S. Census Bureau, 2020, p.1). Further to this, the U.S. Government defines ethnicity as being "[determined] by whether a person is of Hispanic origin or not. For this reason, ethnicity is broken out in two categories, Hispanic or Latino and Not Hispanic or Latino. Hispanics may report as any race" (U.S. Census Bureau, 2020, p.1).

Ethnicity:
HL = Hispanic/Latino
NHL = Non-Hispanic/Latino

Race:
M1 = Multiracial (Black and White)
M2 = Multiracial (Black and American Indian or Alaskan Native)
M3 = Multiracial (Unspecified)
B = Black
W = White
A = Asian

Religion:
UCC = United Church of Christ

Languages Spoken:
ASL = American Sign Language

Languages Spoken for Teachers only reported if listed as fully fluent

Appendix C

LEGENDS (continued)

At-Risk (as reported by the school system):

1 Did Not Perform Satisfactorily on Assessment Instrument
2 Did Not Advanced to Next Grade 1+ Times
3 Did Not Maintain Average of 70 in 2+ Courses
4 Has Been Expelled during Previous Year
5 Limited English Proficiency student
6 One of the student's guardians has sole custody by court-order
7 504 Plan on file (ADHD)
8 Excessive Absences
9 Placed in an Alternative Education Program (off normal site) previously
10 Various incidents reported to administration for disruption to classroom
11 Moved schools prior to the research school year

Disability:
ADD = Attention Deficit Disorder
ADHD = Attention Deficit Hyperactivity Disorder
PTSD = Post Traumatic Stress Disorder

Zion's accommodations for state testing and the classroom environment are as follows:

State Testing

1. Oral/Signed Administration – revising passages/questions/answer choices, and embedded supports (NO editing passages/questions/answer choices) Text-to-Speech – Online Embedded [DS]
2. Oral/Signed Administration – Required Reference Materials and Allowable Accommodations (NO editing passages/questions/answer choices) read by test Admin ONLINE ONLY [DS]
3. Student can request a change to the level of reading support provided during the state test
4. Content and Language Supports – Online Embedded [DS]
5. Extra Time: (Same Day) [DS]

Classroom Environment

1. Directions given in a variety of ways/simplified vocabulary
2. Preview text before reading to activate prior knowledge, draw conclusions, and set a purpose for reading
3. Provide study sheets/previews/summaries
4. Reading assistance on work upon student request
5. Teacher check for understanding and reteach/reread materials as indicated
6. Student may use a writing process checklist
7. Allow completion of work/tests on next day
8. Oral Administration: parts of test at student request
9. Positively reinforce good behaviour

LEGENDS (continued)

River's accommodations for the classroom environment are as follows:

1. Feedback provided frequently
2. Reading assistance on work upon student request
3. Reading Support by revising passages and/or questions
4. Teacher check for understanding and reteach/reread materials as indicated
5. Exemption from reading before peers
6. Extra time for completing assignments (1 day)
7. Test: Oral/Signed Administration: read/sign parts of test at student request

Attainment Descriptor:
Note: The attainment descriptor was calculated based on the student's grade transcript. Coursework marks were averaged together and were then applied to the Secondary Grading Guidelines for the school district which states the following:

A grade of 100 - 90 = A and is considered "Excellent".
A grade of 89 - 80 = B and is considered "Above Average".
A grade of 79 - 70 = C and is considered "Average".
A grade of 69 - 0 = F and is considered "Failing".

Appendix D – Connecting Questions to Methods and Analysis

Research Question	Data Collection Method	Data Analysis Type
1. What enhances or diminishes classroom learning experiences for marginalized students?	Everyday Discrimination Scale Questionnaire	Qualitative
	Classroom Observations + Video-Recording	Conversation Analysis (Transcription)
	Interviews (Students & Teachers)	
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?	School Provided Demographic Data	Small-Scale Statistical Analysis
	Questionnaires	
	Interviews (Students)	Conversation Analysis (Transcription)
3. What, if any, aspects of students' identities act as a marginalizing force?	Classwork/Assignments	Rubrics
	Interviews (Students & Teachers)	Conversation Analysis (Transcription)

Appendix E – Texas Academic Performance Report Campus Data (Protected)

Texas Education Agency
2018-19 School Report Card
4-year High School - Riser Research Site

Accountability Rating

This school earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for this school. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: Protected
Campus Type: High School
Total Students: 2,774
Grade Span: 09 - 12

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Science
- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Social Studies
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about this school , including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	93.5%	95.4%	95.4%
Enrollment by Race/Ethnicity			
African American	15.5%	7.4%	12.6%
Hispanic	64.1%	59.7%	52.6%
White	13.3%	25.2%	27.4%
American Indian	0.3%	0.2%	0.4%
Asian	3.2%	3.7%	4.5%
Pacific Islander	0.3%	0.1%	0.2%
Two or More Races	3.2%	3.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	66.2%	48.4%	60.6%
English Learners	12.0%	13.2%	19.5%
Special Education	10.2%	9.8%	9.6%
Mobility Rate (2017-18)	19.9%	17.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	9.7	14.0	16.6
Foreign Languages	18.4	17.4	18.9
Mathematics	10.3	14.9	17.8
Science	11.6	16.0	18.9
Social Studies	11.9	15.6	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	62.5%	64.5%
Instructional Expenditure Ratio	n/a	65.9%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$8,339	$9,294	$9,844
Instruction	$5,313	$5,369	$5,492
Instructional Leadership	$175	$119	$155
School Leadership	$634	$554	$576

Texas Education Agency
2018-19 School Report Card
4-year High School - Riser Research Site

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	81%	**72%**	65%	72%	81%	42%	83%	94%	78%	69%
	2018	77%	81%	**71%**	59%	71%	84%	57%	82%	85%	91%	68%
ELA/Reading	2019	75%	79%	**61%**	53%	60%	71%	40%	74%	100%	67%	56%
	2018	74%	79%	**60%**	45%	60%	78%	*	74%	88%	84%	56%
Mathematics	2019	82%	83%	**70%**	69%	71%	66%	*	71%	*	63%	69%
	2018	81%	83%	**70%**	60%	71%	76%	*	83%	*	93%	68%
Science	2019	81%	86%	**87%**	78%	87%	97%	*	94%	*	89%	85%
	2018	80%	85%	**86%**	78%	87%	91%	*	90%	*	96%	84%
Social Studies	2019	81%	85%	**92%**	85%	92%	98%	*	95%	*	100%	89%
	2018	78%	83%	**88%**	79%	88%	98%	*	92%	*	100%	85%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	56%	**51%**	39%	49%	69%	8%	64%	75%	71%	46%
	2018	48%	56%	**49%**	35%	48%	69%	29%	70%	60%	75%	44%
ELA/Reading	2019	48%	55%	**42%**	30%	40%	62%	0%	57%	100%	63%	37%
	2018	46%	55%	**41%**	27%	39%	61%	*	65%	50%	67%	36%
Mathematics	2019	52%	54%	**33%**	27%	34%	34%	*	57%	*	50%	32%
	2018	50%	53%	**35%**	28%	35%	43%	*	67%	*	50%	32%
Science	2019	54%	64%	**62%**	53%	60%	84%	*	67%	*	75%	58%
	2018	51%	62%	**63%**	47%	61%	82%	*	81%	*	92%	59%
Social Studies	2019	55%	65%	**78%**	63%	77%	89%	*	81%	*	100%	73%
	2018	53%	64%	**69%**	53%	68%	90%	*	72%	*	92%	61%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	29%	**19%**	10%	17%	39%	8%	35%	19%	38%	15%
	2018	22%	27%	**17%**	8%	15%	34%	14%	40%	25%	30%	13%
ELA/Reading	2019	21%	25%	**7%**	2%	6%	18%	0%	13%	14%	16%	5%
	2018	19%	24%	**6%**	1%	5%	14%	*	26%	0%	12%	4%
Mathematics	2019	26%	29%	**12%**	6%	12%	17%	*	0%	*	38%	12%
	2018	24%	27%	**11%**	7%	12%	10%	*	33%	*	29%	10%
Science	2019	25%	34%	**29%**	14%	25%	57%	*	61%	*	46%	22%
	2018	23%	33%	**28%**	12%	24%	54%	*	62%	*	54%	23%
Social Studies	2019	33%	46%	**51%**	35%	46%	78%	*	71%	*	79%	43%
	2018	31%	43%	**39%**	25%	36%	73%	*	56%	*	46%	32%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	70	**61**	61	60	65	*	48	90	71	59
	2018	69	72	**65**	56	65	70	*	72	*	81	64
ELA/Reading	2019	68	70	**64**	64	63	72	*	43	90	70	62
	2018	69	71	**64**	54	65	65	*	69	*	83	63
Mathematics	2019	70	71	**56**	56	57	50	*	70	-	73	55
	2018	70	73	**67**	60	65	85	-	90	*	78	64

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
***** Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2018-19 School Report Card
4-year High School - Riser Research Site

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	1.7%	**3.2%**	4.5%	3.3%	1.8%	14.3%	0.0%	0.0%	4.2%	3.9%
2016-17	1.9%	1.3%	**1.8%**	3.2%	1.5%	1.7%	0.0%	0.0%	0.0%	2.8%	2.2%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	92.8%	**90.3%**	88.3%	89.8%	92.0%	*	100.0%	*	90.5%	88.2%
Graduates, TxCHSE, & Cont	94.3%	95.4%	**93.2%**	93.7%	92.7%	93.2%	*	100.0%	*	90.5%	91.7%
Class of 2017											
Graduated	89.7%	91.6%	**88.6%**	88.3%	87.6%	89.6%	*	100.0%	*	95.8%	86.3%
Graduates, TxCHSE, & Cont	94.1%	94.7%	**91.2%**	90.5%	90.7%	91.7%	*	100.0%	*	95.8%	88.7%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	93.7%	**90.3%**	89.7%	89.8%	91.6%	*	100.0%	*	95.8%	88.1%
Graduates, TxCHSE, & Cont	93.7%	94.7%	**91.2%**	90.4%	90.6%	92.6%	*	100.0%	*	95.8%	89.3%
Class of 2016											
Graduated	91.6%	93.8%	**89.5%**	81.7%	89.8%	93.5%	-	100.0%	*	88.2%	86.8%
Graduates, TxCHSE, & Cont	93.4%	94.4%	**90.2%**	81.7%	90.8%	94.4%	-	100.0%	*	88.2%	87.5%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	93.9%	**89.5%**	81.0%	90.0%	93.6%	-	100.0%	*	88.2%	86.6%
Graduates, TxCHSE, & Cont	93.4%	94.4%	**90.3%**	81.9%	90.8%	94.5%	-	100.0%	*	88.2%	87.3%
Class of 2015											
Graduated	91.8%	94.1%	**87.6%**	81.5%	86.8%	93.0%	*	95.8%	*	95.8%	85.3%
Graduates, TxCHSE, & Cont	93.3%	94.8%	**88.9%**	82.6%	87.9%	96.5%	*	95.8%	*	95.8%	86.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	91.3%	**88.0%**	85.3%	87.3%	90.0%	*	100.0%	*	90.5%	86.3%
Class of 2017	89.7%	90.0%	**86.2%**	82.4%	86.1%	88.8%	*	100.0%	*	92.0%	84.3%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	69.1%	**40.0%**	*	*	*	-	-	-	*	*
Class of 2017	88.5%	87.9%	**87.2%**	78.2%	88.8%	90.0%	*	88.9%	*	94.4%	82.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	75.7%	**58.1%**	53.1%	56.8%	65.4%	*	65.2%	*	63.2%	53.8%
Class of 2017	85.9%	78.7%	**67.1%**	56.2%	68.3%	73.3%	*	80.0%	*	73.9%	60.7%
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	63.7%	**52.1%**	35.5%	52.1%	64.6%	*	70.0%	*	59.5%	46.9%
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	71.7%	**67.7%**	63.6%	64.9%	83.1%	*	80.0%	*	57.1%	63.4%
2016-17	73.5%	70.8%	**66.0%**	60.2%	65.2%	72.0%	100.0%	90.9%	50.0%	73.1%	63.8%
Average SAT Score ***											
2017-18	1036	1113	**1034**	946	1011	1143	*	1104	*	1196	989
Average ACT Score ***											
2017-18	20.6	23.0	**21.4**	18.3	20.0	28.3	*	20.6	*	*	19.0

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.
*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

Appendix F – Everyday Discrimination Scale Questionnaire

Note: Bolded section titles are appropriate points in which to separate questions in order to avoid fatiguing participants with many questions.

Perceptions around Discrimination

Measure: In your day-to-day life, how often do any of the following things happen to you?

1. You are treated with less courtesy/respect than other people are.
2. Classroom examples are used that represent you or your experience.
3. You receive poorer service than other people at restaurants or stores.
4. You receive poorer service than other people at school.
5. People act as if they think you are not smart.
6. Teachers act as if you are NOT as smart as they are.
7. Teachers act as if you are NOT as smart as your peers are.
8. People act as if they are afraid of you.
9. People act as if they think you are dishonest.
10. People act as if they're better than you are.
11. You are called names or insulted.
12. You are threatened or harassed.
13. You are EXCESSIVELY praised for an otherwise simple action (and which causes you annoyance).
14. You are assigned remedial tasks to complete at home or at work (because you couldn't quite get it at school or in the workplace with everyone else).
15. People speak down to you.
16. You are UNFAIRLY given jobs that no one else wants to do in the classroom.
17. Your opinion is not asked for (when it would be helpful).
18. You hear a teacher use slurs or jokes that make you feel uncomfortable.
19. You hear your classmates use slurs or jokes that make you feel uncomfortable.
20. You feel that you have to work twice as hard as others work.
21. You feel that you are ignored or not taken seriously by your teacher.
22. You feel that you are ignored or not taken seriously by your classmates.

Recommended response categories for all question items:
Almost everyday
At least once a week
A few times a month
A few times a year
Less than once a year
Never

Follow-up Question (Asked only of those answering "A few times a year" or more frequently to at least one question.):

What do you think is the main reason for these experiences?
(CHECK MORE THAN ONE IF YOU WISH).

OPTIONS OFFERED
Your Ancestry or National Origins
Your Gender
Your Race

Your Age
Your Religion
Your Height
Your Weight
Some other Aspect of Your Physical Appearance
Your Sexual Orientation
Your Education or Income Level
A physical disability
A cognitive disability
Your shade of skin color
Your tribe (Native American, for example)
Your accent/Languages that You Speak
The Amount of Money You/r (Family) Make(s)
Other (SPECIFY) _____

Hypervigilance Section

Measure: In dealing with these day-to-day experiences that you just told me about, how often do:

1. You think in advance about the kinds of problems you are likely to experience?
2. Feel that you have to be very careful about your appearance to get good service or avoid being harassed?
3. You carefully watch what you say and how you say it?
4. Carefully observe what happens around you?

Recommended response categories for all question items:
Almost everyday
At least once a week
A few times a month
A few times a year
Less than once a year
Never

Yes/No Questions + Qualification

1. For unfair reasons, have you ever not been hired for a job or not been given a promotion?
   What do you think is the main reason for these experiences?
   (Options from same question above offered)
2. Have you ever been unfairly stopped, searched, questioned, physically threatened or abused by the police?
   What do you think is the main reason for these experiences?
   (Options from same question above offered)
3. Have you ever been unfairly discouraged by a teacher, administrator, counselor, or other advisor from continuing your education?
   What do you think is the main reason for these experiences?
   (Options from same question above offered)
4. Have you ever moved into a neighborhood where neighbors made life difficult for you or your family?
   What do you think is the main reason for these experiences?
   (Options from same question above offered)

Short Answer Section

1. Can you recall any instances of discrimination that you have felt personally in a classroom or in the general educational environment?
2. Can you recall any instances of discrimination that you witnessed taking place in a classroom or in the general educational environment but did not involve you directly?
3. What do you wish teachers knew about discrimination/making students feel "lesser than" because of an uncontrollable characteristic?

Scaled Questions

For each of the following, a scale from 1-5, with one (1) meaning not likely, not important, or not often to five (5) meaning very likely, very important, or very often.

1. How likely are you to want to participate in a class where the teacher calls you by your last name (instead of call you by your first name)?
2. How important is it for a teacher to say "we" rather than "you" when giving directions? (For example, "Today, WE are going to learn about tone." rather than "Today, YOU are going to learn about tone."
3. If a teacher mispronounces your name, how likely are you to correct her/him?
4. How important is it to you that a teacher pronounces your name correctly?
5. How likely are you to be encouraged to work on the assigned work in a class if the teacher is friendly (i.e. smiles, jokes, greets, etc.)?
6. When a teacher passes papers out to the class, how often do you say "thank you"?
7. When you hand a teacher something, how important is it that the teacher says "thank you"?
8. Reflecting on your learning experiences in an English classroom, how influential was a teacher's vocabulary in your believing s/he was "smart"?

Other Scaled Questions

1. How impactful has your political affiliation been to your classroom learning experience?
2. If teachers used words you didn't know, how often did you ask the teacher to define the word if you could not figure it out contextually?
3. How often did characters' decisions in books, short stories, plays, etc. influence your decisions in life?
4. How often did English teachers use examples about life in your class that matched examples from your own life?
5. How often did you have to adjust the way you talk to TEACHERS while inside of the classroom because it differs so significantly from the way you talk outside of the classroom? (Either because of slang or profanity, for example)
6. Thinking about your political affiliation, has it contributed positively or negatively to your learning experience in English classrooms?

Measuring Discriminatory Perception

Which of the following would you consider to be "very important" to know about a PERSON in order to be FRIENDS with her/him?

Which of the following would you consider to be "very important" to know about your TEACHER in order to be able to learn from her/him?

➔ continue

OPTIONS OFFERED:
Their Ancestry or National Origins
Their Gender
Their Race
Their Age
Their Religion
Their Height
Their Weight
Some other Aspect of Their Physical Appearance
Their Sexual Orientation
Their Education or Income Level
A physical disability
A cognitive disability
Their shade of skin color
Their tribe (Native American, for example)
Their accent/Languages that They Speak
The Amount of Money They Make
Other (SPECIFY) _____

Lesson Plan to Practice the Identification of "Tone" in Reading (Whole Class)

The following lesson plan aligns with the Texas Education Agency objectives for the English IV classroom by addressing the following published standards, adopted in 2017:

- Texas Essential Knowledge and Skills #8 (D): Students will critique and evaluate how the author's use of language informs and shapes the perception of readers.
- Texas Essential Knowledge and Skills #8 (F): Students will evaluate how the author's diction and syntax contribute to the effectiveness of a text as a whole.

Additionally, the following lesson plan aligns with the College Board objectives for the English Literature and Composition classroom by addressing the following published standards:

- Reading 2 Objective: The student understands a work's thematic meaning and recognizes its complexity, as well as smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Items Needed for Lesson:

- Time keeping device
- Student sheet(s) of notebook paper (suggested: 4) and writing utensil
- Projection screen or writing board (with suitable writing instrument) at the front of the classroom (or where everyone can see)
- Class copies (one for each student in the largest class period) of **Special Focus: The Importance of Tone – Introduction** document
- Class copies (one for each student in the largest class period) of Jhumpa Lahiri's short story "Interpreter of Maladies"
- Copies (one for every student in the course) of "Reading Guide: Looking for Tone"
- Class copies (one for each student in the largest class period) of **Special Focus: The Importance of Tone – Hearing the Tone in Jhumpa Lahiri's "Interpreter of Maladies"** document
- Copies (one for every student in the course) of the tone assignment entitled "Tone Identity Assignment: I am…"
- Copies (one for every student in the course) of the *Rhetorical Précis Overview* document
- Copies (one for every student in the course) of Sherman Alexie's essay entitled "Superman and Me"
- Copies (one for every student in the course) of the Student Questionnaire
- Set of Chromebooks (one per student in each class) or access to a computer lab – the lesson is designed for Chromebooks, so DAY 5 would require adjustment in regard to spoken directions if a lab is used

These following 5-day lesson plan is designed for a full instructional period of class time; hence, teachers will have time at the beginning of class to take attendance, get class settled, and collect any outside-of-class work and will have the end of the class to collect class copies and/or assign any additional homework.

Total Lesson Time: 5 class periods

NOTE: Staging directions are listed in [brackets]; consequently, the teacher will not read aloud any bracketed wording that appears in the dialogue below or any verbiage outside of quotation marks. Additionally, students are encouraged to read aloud for the whole class at various points by volunteering—if this strategy proves unsuccessful, the teacher should model the reading of one portion first and then "cold call" on students in the class to read aloud.

Directions and Dialogue to be Read Aloud for DAY 1:

The teacher will begin the instructional portion of the class by saying the following:

"Please take out a sheet of notebook paper. [Wait for students to take out paper.] On the paper, I want you to write your definition of the literary concept of tone. You will have 3 minutes to complete this activity. Again, you have 3 minutes to write your definition of the word tone as it relates to literature. Your time starts now. [Begin timer.]"

After 3 minutes, the teacher will ask students to share their definitions aloud saying the following, and will display student responses at the front of the room (either on a board or projected computer screen):

"Who feels confident in their definition of tone? [Wait for students to raise their hand, and then call on three different students by saying the following:] Will you read your definition aloud for the class?"

After response have been written on the board, the teacher will offer the following definition both aloud and in projection at the front of the room:

"The AP Program says that tone is the attitude toward a subject conveyed in a literary work which results from a number of stylistic devices."

Then the teacher will say: "What stylistic devices convey tone?" [Call on students as they raise their hand and record the stylistic devices that are offered at the front of the room for everyone to see.]

The two details to focus on for the following lesson are diction and detail. If these are not offered by students, provide them by saying the following:

"What about the words that an author uses? We wouldn't know what the tone is of a text without having words to analyze, right? Does anyone know what the stylistic device is that calls our attention to words?"

[Call on students who raise their hand.] The correct answer is diction, so you may stop calling on students once this response is offered, or if by the fourth student, the correct does not emerge, then you should offer it the class.

"And those words, or the diction an author employs creates scenarios or DETAILS for us to analyze. Therefore, **details** become extremely important to a reader who is trying to identify the tone in a literary work."

The teacher should write the following on the board for students to copy into their notes:

DICTION = WORDS an author uses to convey scenarios or DETAILS

Then, the teacher should say "Write this into your notes on tone. Next, we will read an article about why tone is an important concept that all readers should be able to identify not just for the AP exam, but more importantly in life."

Then the teacher should distribute a class copy of the document entitled **Special Focus: The Importance of Tone – Introduction** to each student in the class.

Once everyone has a copy, say:

"Do not write on the document I have just given to you. Instead, you will respond to the question posed at the top of the article on your sheet of notebook paper which says: What happens to society if its people cannot read critically (for tone, for example)?

Who will read the title and first paragraph for us?" [Call on a student to read the title and first paragraph. When they have finished, ask the following questioned:]

"So who is this article written for?" [Call on a student.] You are listening to affirm that the audience is AP senior English teachers.

Once a student answers correctly, ask "How do you know? What diction indicates who the audience is?" Students should identify words like: teachers, teaching, class, twelfth graders at my school, explain to students, etc.

Once students have successfully argued this point, the teacher should say:

"Who will read the next two paragraphs aloud for the class?" [Call on a volunteering student.]

Once the student finishes, the teacher should ask: "What other stylistic devices does the author point out that help students to read a text for tone other than diction and detail?"

The correct answer is syntax and imagery. The teacher should ask students to define syntax and imagery and encourage the class to write the definitions of these words into their notes.

The teacher should offer the following definitions in the front of the room for all students to see.

Syntax – Syntax in literature refers to the actual way in which words and sentences are placed together in the writing. Usually in the English language the syntax should follow a pattern of subject-verb-object agreement but sometimes authors play around with this to achieve a lyrical, rhythmic, rhetoric or questioning effect.

Imagery – Imagery, in a literary text, is an author's use of vivid and descriptive language to add depth to their work. It appeals to human senses (sight, sound, smell, taste, and touch) to deepen the reader's understanding of the work. Powerful forms of imagery engage all of the senses.

Once this has taken place, the teacher should say the following:

"Remember, the question at the top of this page. What happens to society if its people cannot read critically (for tone, for example)? This is what we're trying to answer… I will read through the end of this article and then I will ask you what this author's answer to this question is when I am finished reading." [Read through the end of the article aloud for the class.]

The teacher should ask the students the following question: "So what's the answer? What happens to society if its people lose the ability to read critically? Where does it say in the text?" [Call on students until they offer the correct answer. See below.]

The answer comes in the second and third sentence in the last full paragraph. "'As more Americans lose this capability [(of advanced literacy/capacity for critical reading)], our nation becomes less informed, active, and independent minded. These are not qualities that a free, innovative, or productive society can afford to lose.'"

Once a student offers the answer that the text supports, the teacher should affirm the response and say:

"Good. Do you see how we looked at diction and the details provided in this non-fiction text? It offered us a deeper understanding of the subject overall, but we would now be able to identify the tone of this piece of writing. First, we identify that the subject of this text is reading critically and especially for tone. Then, we ask ourselves: how does the author feel about reading critically and especially for tone? We might offer that Carol Jago feels adamant that all students learn to read for tone and in other critical ways in order to support the advancement of democratic values… and there it is—that is the tone: "adamant" or "insistent" that this skill be taught. What questions do you have so far regarding text?" [Respond to students' questions.]

Then, the teacher should say, "Let's try to identify tone in a fictional piece now. Everyone will get a copy of Jhumpa Lahiri's short story entitled, "Interpreter of Maladies" to read and five questions to respond to regarding the identification of tone in the text. We will start this reading today and you will finish it next class. You will complete this reading in a group of up to three people. You may choose your group. Once I see that you have moved your desk into a pod of three tables, I will bring the story and questions to your group members. Go ahead and move into your groups now." [Distribute the class copies (one for each student) of Jhumpa Lahiri's short story "Interpreter of Maladies" and copies (one for every student in the course) of "Reading Guide: Looking for Tone".]

> Students may ask if everyone has to have their own paper, the suggested response would be the following: "You may all have one paper with responses UNLESS someone

> disagrees, then for that particular question, each person who does not agree with the group response would have the opportunity to write their own response."

Once everyone has received the reading and questions, the teacher should say: "You will have until five minutes before the end of the class period to read the text and think about the questions. I suggest that you read the questions first so that as you come across the different narrative points that are mentioned you are prepared and able to respond in writing to the questions that correspond. I will be walking around to answer any questions and to ensure that you are on-task. I recommend that each person read two pages at a time per group. Today, your goal should be to read at least four pages, so up to the end of page 15. You may begin." [Circulate around the classroom to answer questions and manage classroom behavior.]

Five minutes before the end of the period, the teacher should say: "Please stop reading and make a note on your copy of the "Reading Guide: Looking for Tone" [hold up a copy of the paper as a visual example] where you have stopped reading for today. [Give students a few seconds to make this notation, then continue.] "I will now collect the copies of the short story for other classes to use, so someone at each table, please create a small stack of the stories and I will come to collect them. You may pack your belongings, but please remain in your seat. Do not lose your copy of the "Reading Guide: Looking for Tone" because you will need it next class." [Collect the short stories. When the bell rings, dismiss students from the room.]

Directions and Dialogue to be Read Aloud for DAY 2:

The teacher should begin the instructional portion of the class by saying "Welcome back everybody! We're going to continue our reading of Jhumpa Lahiri's "Interpreter of Maladies" and begin responding to the questions that correspond. Today, your reading goal is 14 pages, or however far you have left in the reading. Don't forget that I suggest that each person reads 2 pages before the next person reads aloud; this will give everyone a chance to practice reading fluency. You will only have 15 minutes at the start of class tomorrow to complete the questions, thus, you should be attempting to answer them as you read today. So, with that said, please take out your Reading Guide document [Show a copy of the document.] get into your groups, and once I have brought you the story, start your reading. I'll walk around, answer questions you have, and make sure you're on task." [Hand out copies of the short story; monitor behavior; and answer questions as students complete their reading.]

> Again, students may ask if everyone has to have their own paper, the suggested response would be the following: "You may all have one paper with responses UNLESS someone disagrees, then for that particular question, each person who does not agree with the group response would have the opportunity to write their own response."

At ten minutes before the bell, the teacher should say: "You have five minutes until I will come around to collect the class copies of the short story, so mind the time and continue working—you are doing a great job and I'm hearing some good discussions happening."

At five minutes before the bell, the teacher should say: "You should have completed the reading by this point. You will have some time to finalize your responses to the questions at the beginning of class tomorrow, so keep your papers. At this time, I will come around and collect

the short stories to use for other classes. Can one person in each group collect them into a stack, please? You may pack your belongings, but please stay in your seats until the bell rings." [Collect the short stories and dismiss students when the bell rings.]

Directions and Dialogue to be Read Aloud for DAY 3:

The teacher should begin the instructional portion of the class by saying "Alright everyone, today you should be finishing your paragraph responses to the questions that accompany the short story "Intepreter of Maladies" by Jhumpa Lahiri. You will have 15 minutes to complete the questions before I collect your responses, so manage your time diligently. Go ahead and move into your groups. I'll bring the stories to your tables and then I will walk around to make sure everyone is on-task and answer any last-minute questions you may have." [Distribute the copies of the short stories, answer questions students have, and monitor behavior. Provide students with a 5-minute warning when they have five minutes remaining of this portion of the reading task.]

Once the time is up, the teacher should say to the class: "Okay. Please keep your papers on your table, but set them aside. I'm going to distribute an article by Ellen Greenblatt, an AP English teacher in Fresno, California, who writes about tone in Jhumpa Lahiri's "Interpreter of Maladies." Once we've read the article together, I will give you some time to add to or change your written responses before I collect them. Please do not write on the article; it is a class set and I will collect it when you are finished with it to use in other classes." [Pass out the **Hearing the Tone in Jhumpa Lahiri's "Interpreter of Maladies"** article to every student in the class.]

Once everyone has an article, the teacher should say, "There are six paragraphs in this article, so I will need six volunteers to read aloud. Who would like to read first?" [Call on six students, respectively, to read the six paragraphs.]

Once students have finished reading aloud, the teacher should say, "Now that we have the official answer to this question of tone, you have five minutes to change or add to your paragraph responses before we move on to the final activity for today. Your time starts now." [Begin the timer. After 5 minutes, say:] "At this time, one person from your group should bring your responses to me. Please move your desks back into rows [(or into any other independent-seatwork configuration)]."

After papers have been collected and desks rearranged, the teacher should say: "I want you to think about tone in a different way now. The goal of this next activity is to spur your thinking into the mode of writing tone into your own work. For this reason, I will be asking you to fill in your answers to three short questions about yourself." [Distribute the tone assignment entitled, "Tone Identity Assignment: I am…"] "You will have the remainder of class to complete this activity; I will collect them at the door." [Collect the papers at the door as students leave.]

> If any students wish to take the paper home to finish, allow them to do so and collect them the next day.

Directions and Dialogue to be Read Aloud for DAY 4:

The teacher should begin the instructional portion of the class by saying "Today, we are going to learn how to write a rhetorical précis. A rhetorical précis is a fancy way of saying a very specific summary paragraph. A rhetorical précis analyzes both the content (the what) and the delivery (the how) of a unit of spoken or written discourse. It is a highly structured four-sentence paragraph blending summary and analysis. Each of the four sentences requires specific information. I'm going to give you a document that will be yours to keep as notes that explains sentence by sentence how to write a rhetorical précis. Then, we'll read a text and you'll try it out for yourself." [Distribute the *Rhetorical Précis Overview* document.]

The teacher should then read through the *Rhetorical Precis Overview* document, mentioning all of the nuances in each sentence (like parenthetical insertions, embedding of quotations rather than "dropping them in", formatting of the document in MLA format, and so on).

The teacher should mention the following information about Sentence 4: "For the purposes of our rhetorical précis creation, you will need to mention the tone of the piece in the final sentence of your own paragraph."

Included in the instructional materials packet is a copy of the essay "The Ugly Truth" that the overview uses for its example. This is for teacher reference only and does not need to be circulated to students. Unless satire has been covered, and the teacher judges the writing to be appropriate, this piece would be too difficult for students to contextualize on its own.

Once the entire overview has been perused and explained, the teacher should say the following: "I will now hand you the non-fiction essay entitled "Superman and Me" by Sherman Alexie. We will read this together as a class; you may mark on the text—the copy is yours." [Distribute the essay. Then, say the following:] I will read the text aloud so that you can focus on finding diction and details to support the tone. You'll also want to decide what his thesis is and who he believes his audience is for this piece." [Read the essay aloud. Then say:] "Now that I have read it aloud, I want you to work independently through the writing of your own rhetorical précis. Remember to use the example to guide you through your own composition. Tomorrow, we will be in the computer lab/using Chromebooks to type our final drafts after receiving peer reviews, so get to work." [Monitor student behavior and answer questions as you walk around the room.]

Students should be released at the end of the class and told to bring their papers back tomorrow. If you do not have access to Chromebooks, tell students that you will meet in the computer lab tomorrow. Consider setting up a Remind text message to be sent to the students in the class five minutes before the period begins so that they remember to go to the computer lab.

Directions and Dialogue to be Read Aloud for DAY 5:

The teacher should begin the instructional portion of the class by saying "Today, we have four things to do. First, I'm going to give you five minutes to reread your handwritten précis to ensure it's exactly as you want it before you trade with a peer who will review your writing for clarity. Once your rhetorical précis clears the peer review process, you will get a Chromebook and type your paragraph, formatting it just as the example shows (with a heading, page numbers, and Works Cited page). We will end class with two questionnaires. One asks you to review your

teachers and your own learning style and the other asks you to rate your reaction to various scenarios. So let's get to it... Take out your précis—you have five minutes to make final touches." [Wait 5 minutes, then say the following:]

"Please trade with someone in the room and review their précis. If you need to ask them questions for clarification, do so. You may write in the margins of their paper with your comments. You must write your name at the bottom of the paper so that I know that you have completed a peer review; you will be graded on this process, so make sure I can read your name. You have only 7 minutes to review their précis. If you finish sooner than that, please come to the Chromebook cart, get a Chromebook, log in, open a Google Doc and begin typing your own paragraph. Now, trade papers, and complete a peer review." [Walk around, ensuring that as students finish the review they remember to head to get a Chromebook. Answer any questions that students have. After 7 minutes, say:] "Alright, make sure your name is written legibly at the bottom of the paper. Return it to its original author and get a Chromebook. [Wait for students to follow these directions. Once everyone has a Chromebook say:] I'm going to model on the screen at the front the way in which you should set up the formatting for this document. You will share the document electronically with me when you are done."

The teacher should lead students in naming the Google document appropriately, changing the default typeface to Times New Roman or Arial, ensuring that 12 point font is selected, adjusting the margins to each be 1-inch if they are not already defaulted as such, formatting the page number in the header (right justified), the name information outside of the header (left justified) at the top with course information, centering a title in the middle of the page beneath the name and course information, indenting the paragraph in the beginning of the writing with the tab key, and double spacing the text per MLA guidelines. **The teacher should post the teacher e-mail that the Google Doc should be shared with at the front of the room for the remainder of the period.** Furthermore, you may wish to review unchecking the "Notify recipient" box on the share button settings to avoid an inundation of e-mail messages in your inbox.

Once these directions have been disseminated to students, the teacher should say: "When there are approximately 5 minutes remaining of class, I will hand you the Exit-Slip Questionnaire. Everyone will hand me the questionnaire on their way out of the classroom. If you are not finished typing by the time the questionnaire comes around, rest assured that you will have the weekend to finish any typing, but the questionnaire is your ticket out of the room. Go ahead and begin your transposing."

The teacher should begin distributing the surveys (Exit Ticket and Empathy Quotient Inventory) with 10 minutes of class remaining to ensure that students have at least 8 minutes to answer the questions.

When there are two minutes remaining of the class period, the teacher should say: "If you have not already, please log off your Chromebook and bring it to the Chromebook cart. I will collect your questionnaire at the cart and anyone's handwritten précis paragraph. Remember that no one can leave until all Chromebooks are back on the cart, so let's do this swiftly." [Stand near the cart to collect questionnaires as students put their Chromebooks back on the cart.

At the end of the class, the teacher should say: “We had a full week working with tone. I’ll offer extra credit to anyone who comes next week with an example of tone from your daily lives this

weekend; yes, I’ll ask you to write up a short analytical paragraph! Have a great weekend, everyone. See you next week!”

[This is the end of dialogue and directions for lesson plan.]

Further points of reference regarding students who consent to take part in the research project:

(Note: Please do not give the researcher any of the documents listed below from students who have not consented to take part in the research project.)

The Tone Identity Assignment: “I am...” student responses will be given to the researcher. The rhetorical précis that students handwrite will be given to the researcher. (The teacher will grade the electronic version.)
The Student Questionnaire Exit Ticket responses will be given to the researcher.

Once the data from these documents has been analyzed, the researcher will contact the teacher to set up one-to-one interviews with individual, selected students. Interviews will be semi-structured and should not last more than 15 minutes at a time. When interviewers are being conducted, whole-class discussions regarding students’ identity and their ability to interpret tone correctly are to take place during class time to align with the interviews that are taking place and minimize the student participants missing out on instruction.

Appendix G

Student Questionnaire Exit Ticket

Directions: Fill in the information below to the best of your ability.

Name _____ ID# _____

Gender _____ Age _____

Circle ONE response that goes with the bolded text and then explain why on the line.

I prefer to work alone always alone sometimes alone never

because _____

Circle ONE response that goes with the bolded text.

My culture is always sometimes never **valued in class.**

Write in a response on the line to complete this prompt.

Because it would help me to learn better, I wish my teacher knew _____

_____

Write in a response on the line to complete this prompt.

The <u>best</u> teachers are the ones who _____

_____

Write in a response on the line to complete this prompt.

The <u>worst</u> teachers are the ones who _____

_____

Write in a response on the line to complete this prompt.

In English class, I am <u>best</u> at _____

_____

Write in a response on the line to complete this prompt.

In English class, I am <u>worst</u> at _____

_____

Appendix G

Name _____
Period _____
Teacher's Name _____

Tone Identity Assignment: "I am…"

Directions: Respond to the following 3 personal prompts using as much diction (words: adjectives and nouns) and detail (scenarios or situations) that you feel comfortable sharing.

1. Think about your own identity. Now, respond to the following prompt with as much diction as you can muster. *Note: You may separate your adjectives with commas and create a list, if you would like, or you may write in sentences.*

I am _____, _____,_____

_____,_____,_____

_____,_____

_____,_____,_____

_____,_____

_____,_____

_____,_____

If you would like to add more words, use the back of this paper.

2. What details (scenarios or situations) would you use to describe your life? *Note: Remember that these details will be creating a tone about your life, so they should relate to the adjectives you have listed above*.

Scenario 1: _____

Scenario 2: _____

Scenario 3: _____

Scenario 4: _____

Scenario 5: _____

If you would like to add more scenarios, use the back of this paper.

3. What tone would you say best describes your life based on the diction and details above?

Appendix G

Name _____
Period _____
Teacher _____

Reading Guide: Looking for Tone

Directions: Answer the following questions in full responses in the space below and on the back of this page (you may use a sheet of notebook paper if you run out of space) using Jhumpa Lahiri's short story "Interpreter of Maladies".

1. What are the various connotations (an idea or feeling which a word invokes for a person in addition to its literal or primary meaning) of *maladies* in the story? Who is sick? From what are they suffering? How are the maladies presented? Look for specific details as you think about the tone of the descriptions used.
2. What role do the children play in the story? What details most reveal their roles? Are the children meant to represent innocence? What is the difference between Mr. Kapasi's and the Das parents' attitude toward the children?
3. How is the monkey scene presented? What role does each character play in that scene? What is the tone surrounding the scene?
4. Look at the scene where Mr. Kapasi is figuring out how many days and weeks it will take for him to receive a letter from Mrs. Das. What details convey the tone of the scene? How does dramatic irony (an audience's awareness of the situation while the characters aren't, and the words and actions of the characters therefore take on a different—often contradictory—meaning) affect tone here?
5. Given all of these scenes together, what can you conclude is the overall tone for the entire short story?

RHETORICAL PRECIS OVERVIEW

A rhetorical précis analyzes both the content (the what) and the delivery (the how) of a unit of spoken or written discourse. It is a highly structured four-sentence paragraph blending summary and analysis. Each of the four sentences requires specific information—demonstrating a reader's comprehension of the text and an analysis of its effectiveness on its audience. This writing skill is both a reflective, academic, and critical reading exercise.

1. THE FIRST SENTENCE identifies the essay's author and title, provides the article's date in parenthesis, uses some form of the verb says (claims, asserts, suggests, argues—) followed by that, and the essay's thesis (paraphrased or quoted).

EXAMPLE: In "The Ugly Truth about Beauty" (1998), Dave Barry argues that "...women generally do not think of their looks in the same way that men do" (4).

EXAMPLE: In "The Ugly Truth about Beauty" (1998), Dave Barry satirizes the unnecessary ways that women obsess about their physical appearance.

2. THE SECOND SENTENCE conveys the author's support for the thesis (how the author develops the essay); the goal is to convey a good sense of the breadth of the author's support/examples, usually in chronological order.

EXAMPLE: Barry illuminates this discrepancy by juxtaposing men's perceptions of their looks ("average-looking") with women's ("not good enough"), by contrasting female role models (Barbie, Cindy Crawford) with male role models (He-Man, Buzz-Off), and by comparing men's interests (the Super Bowl, lawn care) with women's (manicures).

3. THE THIRD SENTENCE analyzes the author's purpose using an "in order to" statement:

EXAMPLE: He exaggerates and stereotypes these differences in order to prevent women from so eagerly accepting society's expectation of them; to this end, Barry claims that men who want women to "look like Cindy Crawford" are "idiots"(10), implying that women who adhere to the Crawford standard are fools as well.

4. THE FOURTH SENTENCE describes the essay's target audience and characterizes the author's relationship with that audience—or the essay's tone:

EXAMPLE: Barry ostensibly addresses men in this essay because he opens and closes the essay directly addressing men (as in "If you're a man...") and offering to give them advice in a mockingly conspiratorial fashion; however, by using humor to poke fun at both men and women's perceptions of themselves, Barry makes his essay palatable to women as well, hoping to convince them to stop obsessively "thinking they need to look like Barbie" (8).

First Name Last Name
Teacher Name
Course Name
Date

Sample Rhetorical Précis

In "The Ugly Truth about Beauty" (1998), Dave Barry argues that ". . . women generally do not think of their looks in the same way that men do" (4). Barry illuminates this discrepancy by juxtaposing men's perceptions of their looks ("average-looking") with women's ("not good enough"), by contrasting female role models (Barbie, Cindy Crawford) with male role models (He-Man, BuzzOff), and by comparing men's interests (the Super Bowl, lawn care) with women's (manicures). He exaggerates and stereotypes these differences in order to prevent women from so eagerly accepting society's expectation of them; in fact, Barry claims that men who want women to "look like Cindy Crawford" are "idiots" (para. 10). Barry ostensibly addresses men in this essay because he opens and closes the essay directly addressing men by writing "If you're a man...” and offering to give them advice in a mockingly conspiratorial fashion; however, by using humor to poke fun at both men and women’s perceptions of themselves, Barry makes his essay palatable to both genders and hopes to convince women to stop obsessively "thinking they need to look like Barbie" (para. 8).

Works Cited

Barry, Dave. "The Ugly Truth about Beauty." *Mirror on America: Short Essays and Images from Popular Culture*. 2nd ed. Eds. Joan T. Mims and Elizabeth M. Nollen. *NY: Bedford*, 2003. 109-12.

Appendix H – Semi-Structured Interview Schedule

Note: The questions indicated on this schedule are representative of the range of questions that may emerge during the selected/targeted interview. All three assessment instruments referenced below (and which appear in the supplemental CUREC application appendices) will be utilized to formulate questions.

Do you think any of the adjectives that you used to describe your identity in the "Tone Identity Assignment" have an effect on the way that you learn in the English classroom?

[Pointing to one of the student's self-identified characteristics, ask:] Can you think of any teachers who have also been _____?

> [If the student answers in the affirmative, then ask:] What subject did that teacher teach and how did that impact your learning?
> [If the student answers in the negative, then ask:] Which of these characteristics do you think is most important to you? [Wait for a response.] Do you ever wish that your teachers were [insert the student's characteristic]? How do you think it would change the way you interacted in a classroom if your teacher was [insert the same student characteristic]?

[If any of the other characteristics are isolated and didn't appear often in others' responses, ask:] You know, I thought it was very unique of you to put down [insert characteristic]; can you tell me a detail (scenario or situation) in your own school/academic life where that characteristic has helped you be a better student?

Are there any other adjectives you would like to add?

Are there any adjectives you wish you could take off?

How much of school has shaped your identity?

Can you think of an example when your identity changed because of school?

[Pointing to any adjectives that relate to cognition, ask:] Can you tell me a little bit about this adjective? When did you know that you were [insert characteristic]?

Thinking about your overall identity, would you say that your English class this year, supports you in that identity? If so, how? If not, why not?

[Selecting a scenario from the 5 that the student has listed, ask:] Have you ever felt like you couldn't show this aspect of yourself to your (school/outside-of-school) community?

I noticed in your rhetorical précis that you identified the tone of the piece to be [insert whatever student wrote], and I see that you identified [insert examples that student used in précis to justify tone]. Is there anything from your own life that helped you to know that Alexie felt [insert student's tone word(s)] about reading and writing?

[If student requires further clarification, ask:] For example, how would you know if someone in your family or your friend group was [insert same or similar emotion as mentioned in the writing]? [Wait for response.] Did you see those same characteristics in Alexie's writing?

Ask a question (after the demographic collection question) that is contradictory to the first question on the Student Questionnaire Exit Ticket.

[For example, if the student answered "always alone" because "I hate group work". Then ask:] Is there ever a time where you think group work is valuable in school? What about outside of school?

[If the student answered the culture-value question (#3) as always or sometimes, ask:] Can you tell me about a time when culture was valued in your English class (or in any class)?

[If the student answered the culture-value question (#3) as never, ask:] Can you tell me about a time when culture could have been valued in your English class (or in any class), but wasn't?

[Focusing on the positive attributes for the last two thematic questions, ask respectively:] Is there anyone in your personal life that embodies the characteristics that you listed for the best kind of teacher?

Is there anyone in your personal life that taught you how to [insert skill indicated from questionnaire], or was it a teacher who helped you to master that skill?

[If the student has indicated that her/his identity or culture is not often valued in class, ask:] Do you have any thoughts about your identity or culture, and how they could be better implemented into your English class?

[If the student has indicated that her/his identity or culture is often valued in class, ask:] Are there any identities or cultures that you can think of that don't often get represented or discussed in your English class, or any of your classes, really?

Appendix I - Texas Educator's Code of Ethics

Chapter 247. Educators' Code of Ethics

§247.1. Purpose and Scope; Definitions.

§247.2. Code of Ethics and Standard Practices for Texas Educators.

Chapter 247. Educators' Code of Ethics

§247.1. Purpose and Scope; Definitions.

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

(1) to protect the safety and welfare of Texas schoolchildren and school personnel;

(2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and

(3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Abuse--Includes the following acts or omissions:

(A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

(2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

(3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.

(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

(11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) Minor--A person under 18 years of age.

(13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or that the result will occur.

(16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) Sexual harassment--Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.

(18) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(19) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(20) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(21) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(22) Under the influence of alcohol--A blood alcohol content of .04% or greater and/or lacking the normal use of mental or physical faculties by reason of the introduction of alcohol.

(23) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

Statutory Authority: The provisions of this §247.1 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); and Every Student Succeed Act, 20 United States Code, §7926.

Source: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839.

§247.2. Code of Ethics and Standard Practices for Texas Educators.

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); Every Student Succeed Act, 20 United States Code, §7926.

Source: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839.

Appendix J – Personal Teaching Philosophy Statement

Paul Alan Riser
Teaching Statement/Educational Philosophy

As a high school teacher, as a community-college adjunct professor, and as a doctoral research student, I have come to know that my teaching must align itself with educating the whole person. Every instructional decision I make in the classroom has to be connected to helping my students become the best people they can be. In my experiences with students, I have learned that we live in a world that has the capacity for deeper meaning. In teaching to explore this deeper meaning, I strive to engage all of my students in practicing the art of writing fluently and effectively and in the tasks of critically reading, speaking, and listening. Moreover, my main objective in teaching is to enable my students to become ethically bound writers and people for their writing community by being open-minded, culturally aware, socially sensitive, and critically engaged.

This well-rounded person comes to fruition when the student can formulate her/his/their thoughts into a logical and unified essay or comprehensively spoken speech. When a student can synthesize multiple pieces of scholarly research, public opinion, and personal estimation into a balanced piece of writing, I know that she/(t)he(y) has begun to meet my main teaching objective. I expect my students to be capable of utilizing Standard English, various rhetorical devices, and proper documentation of researched texts into their writing in order to attain a balanced and effective composition. In addition, I expect my students to read critically by questioning the author's choices within the texts – both classic and contemporary – rather than accepting the author's declarations at face value. Critical reading and writing as processes exemplify the learning process at its zenith.

I facilitate the learning process in my classroom by engaging the whole person in the lesson. The more relevant a topic is to a student's life, the more likely the student is to be interested in the topic. Once interested, students' thinking changes when they view a particular topic from multiple points of view, or they become even more deeply rooted in what they already believed. The most effective manner for providing students with meaningful access to multiple points of view on a topic, and thereby learning opportunities, is to structure my classroom in a variety of manners, to include small group discussion, whole group discussion, direct (student or teacher led) lecture/presentation, one-to-one interaction between the student and teacher, individualized learning (with a technological component), and peer pairs. Oftentimes my students struggle to share their thoughts in these learning opportunities for fear of judgment by their classmates, or from me as the teacher; however, it is when I share my own thoughts on a topic, in a candid manner, or in my sharing of an unrestricted anecdotal story that most of my students become comfortable with engaging the learning task. In addition, I have found it important to set forth the *rules of engagement*, a list of rules we create together at the beginning of the course to ensure that when ideological differences arise in discussion that there is an appropriate way to interact, prior to each instance of engaged dialogue.

All of the opportunities for critical writing and reading in my course are part of the progression to become effective communicators. In order for students to understand their placement on the spectrum of progression, they must receive timely and substantive advice on how to better their writing and analysis of their reading. I favor formative mini-assignments throughout the course that focus on the students' ability to demonstrate their understanding of specific content area skills, to include the use of correct grammar, the employment of varied sentence structure, the identification of various rhetorical strategies within a text and why they are utilized, and general comprehension of texts. In regard to written compositions, I approve of the rubric method. I support both a holistic grading system and an analytic scoring system depending on whether I want an overall impression of a piece of writing or

whether I want to assess a number of aspects in technical areas and/or rhetorical areas. Coupled with marginal comments and other written feedback, I employ the use of productive criticism in small-group conferences or whole group circumstances. One-to-one or individual responses to writing are typically addressed during office hours, though class time will sometimes permit.

To make certain that students are receiving the best instruction and most relevant feedback, I stay abreast with the field of Education by continuously developing professionally. This development occurs when I submerse myself in the current research and ideas of academia and when I take strategies from master teachers and professors around me. Just as my student populations change, so too do I realize that my curriculum must morph and shift to meet the varying needs of the students that I serve.

I serve students the way I do because it is the way I was taught, because it is what they have told me they enjoyed most, and because I believe it is pedagogically sound. Sometimes my students meet my learning goals, and sometimes they do not. When they do and when they do not meet my learning goals, I reflect on the lessons and attempt to find ways in which I could have been more effective or more explanative. I know that my teaching is effective when I can observe a behavior in my students that is clearly paralleled with the lesson for that day. My philosophy of education is one in which I believe that every student should be provided access and support to becoming the best person they can be. This personal best comes to fruition because my students are challenged in my classroom to become ethically bound writers for their writing community by being open-minded, culturally aware, socially sensitive, and critically engaged. I know students have learned something in my classroom when they can articulate effectively to me a skill or concept that I attempted to teach them. There are days where I am successful in my teaching, and then there are days where I fall short. I hope only to change the world in the smallest way for the better through my pedagogy and profession.

v. 4; rev. 9/19/19

Appendix K – Transcript Notation Legend

Braces	{ }	indicate scenic details.
Parentheses	( )	are used to indicate uncertainty due to audio quality.
Periods	.	indicate that a turn is finished
Question Marks	?	indicate a rise in pitch to form a question, standard usage
Exclamation Points	!	indicate animate speech tones
Ellipsis Points	…	indicate noticeable audible pause
Brackets	[ ]	serve to highlight information for the reader
Enclosed Period	(.)	indicates a micropause that lasts less than two tenths of a second
Breathing Marker 1	(hhh)	audible exhalation
Breathing Marker 2	(.hhh)	audible inhalation
CAPITAL LETTERS		indicate sounded emphasis

Jeffersonian Transcription Notation is described in G. Jefferson, "Transcription Notation," in J. Atkinson and J. Heritage (eds), *Structures of Social Interaction*, New York: Cambridge University Press, 1984. This chart was tailored for this research based on the Winter 2009 Cognitive Ethnography entry entitled "Transcription".

Appendix L – Research Questions

MAIN QUESTIONS:

How can we make use of the opportunities in the English Language Arts and Reading classroom to address issues of marginalized students' identities work AND what do we learn from that?

POLYTHETIC QUESTIONS:

1. *What, if any, aspects of students' identities contribute to their marginalization?*
2. *What effect do learning experiences have on marginalized students' identities?*
3. *What effect does positioning have on the marginalized experience for students?*