

5-6-2009

A Co-construction of Space Trilogy: Examining How ESL Teachers, English Language Learners, and Classroom Designs Interact

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A CO-CONSTRUCTION OF SPACE TRILOGY: EXAMINING HOW ESL
TEACHERS, ENGLISH LANGUAGE LEARNERS, AND CLASSROOM DESIGNS
INTERACT

A Dissertation

Submitted to the School of Graduate Studies and Research
in Partial Fulfillment of the Requirements for the Degree
Doctor of Philosophy

Janet L. Pierce

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May 2009

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Title: A Co-construction of Space Trilogy: Examining How ESL Teachers, English Language Learners, and Classroom Designs Interact

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My English language learners (ELLs) called my ESL classroom a “galley” and “hell”, as they perceived actions enacted within the room and their perceptions of their learning processes. Their classroom space names raised questions that I answer in this microethnographic case study:

1. How do the ESL teacher, the ELLs and the classroom space co-construct the cultural and literacy practices experienced in the classroom?
2. What is the consequence of the interaction of classroom space with teacher and student interaction in L2 learning?

To examine classroom space use, I reviewed educational discourse studies (Adger, 2001), research methods (Streeck and Mehus, 2005), architectural impact on teacher use of space (Bissell, 2002), classroom organization on student achievement (Duncanson, 2003), and teachers’ effective use of environment (Chacon, 2005). No study considered how geography of space and place impacts ESL classroom interaction.

This study applied a geosemiotic analysis framework (Scollon and Scollon, 2003) to teacher, student and space interaction, analyzing the interaction order of class instruction, visual semiotics of visual materials in the ESL classroom, and place semiotics

of the ESL classroom. This analysis incorporates an ecological paradigm, which considers how the surroundings and signs in the ESL classroom impact and interact recursively with ESL teachers, ELLs, and their cultural and literacy practices. Data includes interviews, participant observations, photographs and journals.

The research illuminates three broad resultant concepts. First, the ESL classroom is an active C3 space impacted by teacher actions and what learners bring to their learning environment. Teachers and students enact L2 learning activities interacting with classroom space and material use to recursively co-construct their cultural and literacy practices. Second, administrative allotment of materials and classroom space impacts teacher's material emplacement as well as teacher's perceptions of material use and planning of ELL activities, impacting how the cultural and literacy practices are co-constructed. Third, the ESL teacher's classroom design structures item emplacement and embodiment of discourse, which recursively impacts student interaction with materials, other students and the teacher. Thus, the ESL classroom design does structure the interaction the participants have with each other and their cultural and literacy practices.

ACKNOWLEDGMENTS

This dissertation represents a journey I have undertaken. It is a journey of the spirit, of the body and of the mind. Without the support of God, I might never have even thought of this journey. Without the support of my husband and family, I could never have started the journey. Without the support and encouragement of my friends in the IUP ABD Club, I would have faltered ere I had even begun. Without the encouragement and support of my advisor, I might never have continued the journey. But now, I am so glad I did.

It is to everyone that I say thank you from the bottom of my heart. I thank God for listening to my little soliloquies whenever I read or sat down to write on the computer. To my husband, Fred, I am thankful for his loving support, his willingness to let me live three summers at IUP, to put up with the absences while I worked on my courses and dissertation, and the many late cooked meals we shared as I worked on my dissertation. To my son Dave, I am thankful, for sharing his house at IUP so I could get back into academia, for all those memorable moments, and for his loving support. To my son Matt, who was always there with words of encouragement, who held down the fort at home the first summer I was at IUP, and has continued to support and encourage me when I felt discouraged, I am thankful. To my twin sister, Janyce, who started me on my way with her suggestion I become an ESL teacher and who was my first proofreader and encourager, I am grateful. To the members of the IUP ABD Club, I am thankful for support and encouragement: Karen, for your help in the very beginning when I was stumbling; Daniela, for your cheerfulness and determination which you kindly shared; Gail, for your energetic wit and amazing writing abilities which you gladly shared; Chad,

for your encouragement when I was down; and Deborah, the creator of the IUP ABD Club, for your ongoing friendship, which has been a source of inspiration and support to me. To my advisor, Dan, who was the first to see something of value in what I wrote, who saved my last summer of courses with a creative course that allowed me to begin to research literature for my dissertation, and who has continued to guide and advise this long-winded writer, I say thank you. I am grateful to the members of my committee, Drs. Lilia Savova and Sharon Deckert, who have shared their time and expertise with me either in classes or in workshops, and now for this dissertation. In addition, I thank the teachers who willingly let me enter their classes for the 2007–2008 school year and the students who let me share their lives, I am the richer for it. This has been an incredible, enriching journey and I am so grateful to have had the support I needed in order to successfully complete it. And yet, the end of this journey is also the start of another journey in the years ahead. I am looking forward to it.

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CHAPTER ONE

CHANGING THEORETICAL PARADIGMS

During 18 years of teaching English language learners (ELLs) in closets, boiler rooms, locker rooms and other designated classrooms, I have found that the physical space assigned to me as the English as a Second Language (ESL) teacher reflects public school administration's concepts of the importance of the ESL program. This space designation impacted my subsequent actions with my ELLs. In one of my first years of ESL teaching, I remember admonishing elementary school age ELLs to walk carefully as we made our way through a supply room littered with janitorial equipment to a little boiler room on the other side. That room held a teacher's desk, one student desk and chair, and a small blackboard between the hot water boiler and furnace. The size of the room, and objects in the room, definitely constrained the learning strategies and activities I could use.

A few years later, I was assigned another teaching space which caused me to question how classroom design impacts second language learning. I was given a room with no ventilation, no windows, no heat, and no air conditioning. I was told to teach nine junior high and senior high ELLs in that classroom. The students had various names for the room. A Swedish boy likened it to a "galley", because of the way the room was designed. The student desks lined the walls of the narrow room; the desks faced these walls, on which artwork windows had been taped. The arrangement allowed the teacher and students access through the middle of the room to the small board for writing at the wall opposite the door. At times the Swedish boy joked about the various classroom interactions, saying he and his classmates had to "work like slaves in a galley in order to

learn” (B. Samson¹, personal communication, February 3, 2003). Simultaneously, a boy from Japan had another name for the same room. He called it “hell” to reflect the resistance he felt to learning English (K. Katsudo, personal communication, February 3, 2003). The names the students gave to the room were formed by their perceptions about the physical appearance of the room and their experiences within the room. In these two examples, I observed that what I did with the assigned classroom space shaped the interaction process I had with my students and they had with each other.

Through the years, I have found that students continue to have opinions about themselves and their activities based upon what they do and where they work. As a result of my experience in different rooms and the comments made by my ELLs, I have started looking more closely at how I design the placement of various items within the room allotted to me since this is one thing I can control. I have also considered how my actions impact the interaction I have with my ELLs and they with me so that we co-construct our environment.

I look at *co-construction* of cultural and literacy practices in the ESL classroom as being jointly created among the ELLs and the ESL teacher (Jacoby and Ochs, 1995). The cultural and literacy practices are shaped by mutually recursive decisions made by the ESL teacher and the ELLs as they interact. In my dissertation, I speak of co-construction of space. This means a space that is jointly created by the interaction of three components—the ESL teacher, the ELLs, and the classroom space and materials. Recursive interaction is action that impacts another person or person’s actions so that subsequent actions are influenced by the first action and influence the first actor as well.

¹ All names have been changed to provide confidentiality

While I do give agency to the teacher and students, I do not give agency to the space and materials. By agency I mean the ability to take action upon another person or exert power on another to achieve a specific end. Space and materials do not have the ability themselves to make the ESL teacher or the students do something, but they contribute to how the ESL teacher and ELLs interact with each other through the ways in which the ESL teacher and ELLs use the space and the materials. Interaction, then, is the action that takes place between the ESL teacher and the ELLs in the ESL classroom in specific places with specific materials at specific times.

Co-construction of space is recursive and co-constructed by the participants with the place and materials impacting the actions and thoughts that influence the actions. The cycle may go like this. The place and materials influence the thoughts of the teacher and students. These thoughts lead to actions. One person's actions then influence the actions of others and those subsequent actions influence the first and other people in the classroom.

Statement of the Problem

Remembering my previous experiences with unusual ESL classroom spaces, I want to examine the co-construction of the classroom space by the teacher and ELLs with the space itself. In other words, I look at how the ESL teacher works with the materials and space she has been given to design and plan her room for instruction, and then how the ELLs use the materials, the instruction and interact both with the teacher, the space and the place. My research questions are:

1. How do the ESL teacher, the ELLs and the classroom space co-construct (build upon and recursively shape) the cultural and literacy practices of the classroom?

2. What is the consequence of the interaction (as seen in participation in talking, acting, or performing with text, others and literacy practices separately or together) of classroom space with teacher and student interaction in second language (L2) learning?

To answer my research questions, I use microethnography case study method because this allows me to describe the cultural practices within a specific classroom at a specific time (a school year) with specific ELLs. In order to examine the interaction in the ESL classroom, I first examine educational studies to see how discourse has been analyzed. I discuss microethnography case study method in detail in Chapter 3. In this chapter, however, I look at how discourse has been analyzed in educational settings because my ESL classroom is such a site and I look to see if there is a gap in the research.

Discourse analysis in classroom settings has become more sociocognitive and sociocultural in recent years (Adger, 2001). Because discourse is examined through a sociocognitive and sociocultural lens, a different research methodology is needed (Adger, 2001, Streeck and Mehus, 2005), which allows the researcher a more emic perspective (Pike, 1966). Ethnographic methods enable researchers to tell the story of interaction from an inside (emic) perspective. At the same time, the traditional approach to discourse analysis as seen in the studies of classroom space use (Chacon, 2005; Bissel, 2002) and instructional organization (Duncanson, 2003), while informative about the use and perceptions of space and their relationship to science and kindergarten learning and to student identity (Wortham, 2006), do not look at classroom space as being co-constructed between the teacher, ELLs and the space itself. Chacon (2005) and Bissel (2002) consider classroom space only from the teacher's perspective. Duncanson (2003)

examines how a teacher organizes a classroom but does not take into consideration students' interaction and how this interaction impacts upon the teacher's classroom design. This impact may change how the teacher sets up her room or interacts with the students in a recursive manner. Wortham (2006) examines how academic learning shapes identity, but not how the environment or classroom design can impact the interaction or identity formation within the classroom. The traditional approach to discourse analysis does not look directly at how the ESL teacher, ELLs and the classroom design interact. For this reason, I examine ESL classrooms in order to see how this co-construction by the ESL teacher, the ELLs, and the classroom space itself shape the interaction that takes place.

This study also calls for a paradigm shift from the traditional approach to discourse analysis of looking at discourse between participants to a new paradigm that uses a geosemiotic approach to consider discourse through an *ecological perspective*. This ecological perspective allows what participants say to be viewed in the context of their interactions, the visuals and signs they use, and the semiotics of place itself.

Purpose of the Study

In this dissertation, I show how the discourse in these ESL classrooms is affected by the ways the space is co-constructed by these components: three ESL teachers and their English language learners' (ELLs'), their classroom materials, and their use of the classroom materials. I agree with Scollon and Scollon (2003) that everywhere in our day-to-day world discourses exist which "shape, manage, entice, and control our actions" (p. 20). This discourse is shaped in the interaction process between the ESL teacher, the ELLs, and the room design. Therefore, I examine how spoken, written and

visual discourse reveal the interaction of people, place, objects, tools, and cultural and literacy practices (Gee, 2002) in the ESL classroom over a specific period of time.

But classroom talk is not just reciprocal or sequential interactive turn taking (Erickson, 1996; Adger, 2001). Classroom talk takes place in a discourse ecosystem (i.e., a place and space) where students create their own understandings of what they are learning in conjunction with other students, in order to meet the academic and social interactional concerns of the classroom (Adger, 2001). This discourse ecosystem is what needs to be examined in its entirety, including the impact materials and place have on the classroom culture. This has not been addressed, as I shall explain after I have finished tracing the evolution of educational discourse studies.

Educational discourse studies up until now have limited how discourse and interaction are examined. The specific context of place has not been examined through what Geertz (1983) calls *outdoor psychology*. Context of place or outdoor psychology is important because it is in this way that cognition is seen as a “collection of social, public, and interactive *practices*, practices that have evolved over time in specific, historical, sociocultural contexts” (italics in original, Streeck et al., 2005, p. 387). Thus I need to expand current theory on discourse analysis to include a geosemiotic analysis of the classroom space to show interaction. In order to do this I first present my assumptions.

Research Assumptions

I have three research assumptions that create a basis for my examination of interaction in the ESL classroom. After stating these assumptions I look at the research conducted in order to substantiate what I say.

1. Language use in educational settings has changed through the years requiring a change in research methodology.
2. Space is important to learning.
3. Cultural and literacy practices impact learning.

I look at these assumptions and the literature that supports them as I build my case for a switch from the traditional paradigm to an ecological paradigm to study interaction and co-construction of classroom space.

Language Use in Educational Settings

My first assumption is language use in educational settings has changed through the years, requiring a change in research methodology. This is based upon my observations as an ESL teacher and upon educational discourse studies. Language use from a teacher's perspective has moved from the traditional paradigm to a more sociocultural paradigm of interaction. The traditional paradigm had the teacher imparting information and controlling how, where, and when students responded, with discrete language structural analysis and linguistic practices paramount. But in the 1970s, the focus on language use shifted toward examining instructional interaction (Adger, 2001) such as classroom talk in primary classrooms. This focus on classroom talk expanded to include factors that lie outside the discourse and how they are linked to talk (Adger, 2001). Felicitations structures such as the IRE interaction sequence (Oliver, 2002; Oliver and Mackey, 2003) moved the focus outside of the conversation to look at social interaction and examination of other aspects of context, such as participation structures (Adger, 2001). This focus on interaction drew other researchers to examine joint interaction and social relations around instructional tasks (e.g., Merrit, 1998). As

language use changed, examining interaction in a variety of ways and places changed too. Examination of the role of space in learning became important.

Role of Space in Learning

The role of space in learning is important. This second assumption underscores the idea that space plays an important role in classroom instruction and interaction. The way a teacher uses classroom space depends upon how she responds to social and cognitive needs within the classroom, as well as upon how she views her role as a teacher and what she feels constitutes best teaching practices (Bissel, 2002). The physical environment of the school both helps and hinders traditional and non-traditional teachers (Bissel, 2002). For instance, school and classroom architecture impact a teacher's use of space (Bissel, 2002). Classroom features also seem to dictate the arrangement of student and teacher workspaces. I can not put my computer far from an Internet outlet if I do not have enough wiring to support the move.

Space within a classroom can be used in a variety of ways (Bissel, 2002). Teachers modify classroom space through the use of the materials and objects within the room. They can use classroom walls and furniture for many reasons: as a way to claim space as their own, to tell others who they are and what they do, as well as to make personal connections with students, and to actively engage their students in learning (Bissel, 2002). The physical classroom is, therefore, a "tool for the teachers' daily work activities and interactions; not just an interchangeable space" (Bissel, 2002, p. 279). At the same time, the physical classroom is more than a container for different practices; it impacts instruction, reflects the teacher's identity, and is a tool the teacher uses to foster interaction.

I apply Bissel's concept of the physical environment as more than a container for different practices to my consideration of the co-construction of classroom space. I do this to see how the space itself impacts instruction, reflects teacher identity, and is used as a tool for interaction. In the classroom situation with the Swedish and Japanese boys I mentioned earlier, the way I viewed my ESL classroom and my perceptions of my role as a teacher, impacted how I set up my classroom within the constraints of the room size and materials. Knowing the room was narrow and needing to access the chalkboard, I placed the desks so that the students and I could move to the board. We could also turn to face one another or face the wall and work independently looking at the students' pictures on the walls. In this way the physical environment of my ESL classroom did more than just contain the cultural and literacy practices in the room, it shaped how I taught, what the ELLs thought of instruction and how everyone interacted through the co-construction of the ESL classroom space.

In order to better understand how the classroom space is co-constructed, I first define space from a cultural geography perspective that "looks at spaces not as containers of cultures but as being formed from routes and from crossings of people and cultures" (Crang, 1998, p. 118). This crossing of people and cultures, the creation of a "third-space, where extra-territorial and cross-cultural connections create 'unhomely' lives" (Crang, 1998, p. 175), re-enforces what Savignon and Sysoyev (2002) call the formation of a third culture. When students from different cultures are in the same classroom and they share their cultural knowledge, beliefs, and traditions, the discourses that emerge form the third culture of the classroom. This third culture (C3) interacts continually with the cultures already existing in the classroom (Pierce, unpublished paper, 2006; Savignon

and Sysoyev, 2002). In addition to shaping the culture of a classroom, spaces in the classroom create and reproduce expectations the teacher and the ELLs have for specific interactions and the subsequent relationships they form with others in those spaces (Crang, 1998). The culture of a classroom refers to cultural practices, both the specific practices that individuals have which are rooted in their familial cultures and the literacy practices that are undertaken within the ESL classroom (Gee, 2002). The ESL classroom is “a cultural setting” (Florio–Ruane and McVee, 2002, p. 82). This cultural setting is where ELLs develop their C3 as they participate in meaningful activities while they learn. These ideas expand the concept of the classroom as a discourse ecosystem. Within the classroom discourse ecosystem another concept that plays a part in the role of space is classroom organization.

Classroom organization impacts student achievement (Duncanson, 2003). Having space to work in was more important to the fourth grade students, than where the space was located or how it was placed (Duncanson, 2003). So while they state that location is significant for teachers (Bissel, 2002), it is not necessarily so for students (Duncanson, 2003). At the same time, it is in the space that the material items or icons carry meaning for the students in the way the teacher uses them (Crang, 1998; Danesi, 1993; Goffman, 1971).

An effective teacher is one who uses her conceptual knowledge of teaching methods to guide how the space and materials within the room blend teacher–directed and child–centered instruction to help kindergartners learn (Chacon, 2005). This concept makes the role of space more complex. Space is not just a territory or area (Crang, 1998)

but a place where an effective teacher's use of environment, language and activity types (Chacon, 2005) creates the classroom discourse ecosystem.

Within the classroom discourse ecosystem, instruction and social identification recursively interact to shape the other because both our learning and social interactions depend on “tools we appropriate from others, and these tools help bind together mind, body, social practice and physical world” (Wortham, 2006, p. 15). As we interact with others, objects, and ideas at specific places and times, we begin to understand who we are and what we are doing in relationship to others.

When considering how events and people interact in the classroom, it is important to realize that people from different cultures understand and create power relations, according to their language use and others' understanding about language use, in ways that privilege some and restrain others (Bloome, Carter, Christian, Otto and Shuart-Faris, 2005). This re-emphasizes the importance of what I noted earlier about my ESL classroom. The culture of the Swedish boy and his understanding of the ESL classroom as a galley in a ship, and the culture of the Japanese boy resistant to learning English both interacted with the cultures of other ELLs in the class and the literacy practices we had established as we read and learned about the Grand Canyon. This interaction created a third culture in that ESL classroom. But how does the classroom culture or C3 impact second language (L2) learning? To answer this part of the question, I scrutinize the role of cultural and literacy practices on learning.

Role of Cultural and Literacy Practices in Learning

A third assumption I make in this study is that cultural and literacy practices impact learning. Cultural and literacy practices of students and the teacher interact with

each other and impact learning. I consider interaction from a Bakhtinian perspective (i.e., dialogic interaction, 1999) in order to explain how students view themselves in their interactions with each other and their literacy practices in a recursive manner.

Schools are places where educational practices impose ways of doing that shape how students feel about themselves (Hawkins, 2005). Students with their own cultural and literacy practices in their first language (L1) interact with the curriculum, the pedagogy of the teacher and the materials that are used. As they interact, ELLs begin to understand the language and literacy practices used in the classroom and acquire “tools to negotiate within it” (Hawkins, 2005, p. 78). Specific activities within the ESL classroom impact how ELLs learn and how they view themselves within the learning process (Wortham, 2006; Klingner and Vaughn, 2000; Lewis, 2001). In the next section of this chapter, I consider aspects of ESL classroom activities and how they impact ELLs.

Collaborative strategic reading (CSR) enables ELLs to help themselves and others in their literacy practices in the classroom and outside it (Klingner et al., 2000; Pierce, unpublished paper, 2005) by helping students become “language brokers” (Moll, 1992 as cited in Klingner et al., 2000, p. 92). As such, the students do more than just translate and help other students; they become more confident L2 users, gaining access to other social roles and the status that comes with it. Thus we see that the CSR literacy practice the fifth grade ELLs engage in shapes how they view themselves and use their literacy practices (Klingner et al., 2000).

Literacy practices such as read alouds, teacher–led discussions about reading material, student–led discussions about reading materials, and independent reading time in class reveal how ELLs view themselves in relationship to others and to what they are

doing (Lewis, 2001). This is important because we can learn about family circumstances and constraints that may influence the way the students view themselves and literacy through student reactions to the reading and writing they do. When they share their thoughts orally, it can reaffirm their established place in the habitus (Bourdieu, 2001) or it can change their status (Lewis, 2001). ELLs socially negotiate meanings and identities through examining text, their peers and their experiences. ELLs make generalizations about what they have seen and experienced and ELLs' literature discussions "position the students as literate members of the group" (Martinez-Roldan, 2005, p. 175).

Children also bring their own interests to teacher-directed activities so that there are different perspectives and themes in student-chosen as well as teacher-directed work (Franklin, 1999). Franklin (1999) describes how Dakota children live in a world of multiple languages, multiple literacies and multiple cultures. The choices the children make in their writing topics and genre preferences show how they negotiate their understandings of their world.

If a student has a caring relationship with his teacher that can increase his motivation to read, as evidenced in case studies involving Miguel (Rubenstein-Avila, 2004) and Omar (Urzua, 1999). This is because students like Omar and Miguel get the guidance and scaffolding or supportive instruction they need to succeed. Here, interaction does not rest solely between the teacher, the ELLs, and the text but also among the ELLs, the text, and the various worlds they inhabit. How they use language and what they are called to do with language differs according to their environment and how others and they perceive language use in the home and the school. This idea underscores the need to understand what the ELLs' cultural practices are in their L1.

Language use in educational settings has changed as the role of space and the role of cultural and literacy practices have become more important. As these concepts come to the fore, a new way of examining the ESL classroom as an ecological discourse system is needed. It is time to change the paradigmatic perspective of the ESL classroom.

Rationale for the Study

The paradigmatic perspective of the ESL classroom needs to change from the traditional paradigm that sees the classroom as a setting where the teacher elicits responses, manipulates material, and controls discourse and learning to a new paradigm that sees the classroom as co-constructed, reciprocal and holistic. Participants in language use co-construct an ecological space where the cultural and literacy practices are recursively engaged and enacted so that learning occurs. The interaction is dynamic, and shaped by different types of activities and the different participants with their L1 and L2.

In this way, the ESL classroom becomes a nested and contested site. This is a site into which ELLs bring their different cultural histories and experiences with literacy and views of schooling while they transform their identity as they interact with others from different cultures through the literacy practices taking place in the classroom (Bloome et al., 2005; Donato, 2001; Gee 2002; McDaniel, Samovar and Porter, 2006; Pierce, 2007; Thorne, 2001). The ESL classroom is, therefore, composed of three components I focus upon: (1) the ESL teacher and her socially constructed views of self and methods of instruction, (2) the materials of instruction within the classroom space, and (3) the specific ELLs at a specific period of time. These three components interact in specific literacy practices as the ELLs learn and acquire English as their L2. The learning that

takes place in an ESL classroom is situated learning within a specific culture that is dynamic, contested and shaped by the constant interaction of the different cultures within it (Donato, 2001; Gee, 2002; Street, 2003). Figure 1 shows the nesting of interaction in the ESL classroom with multiple first languages and cultures of each ELL to form a dynamic C3.

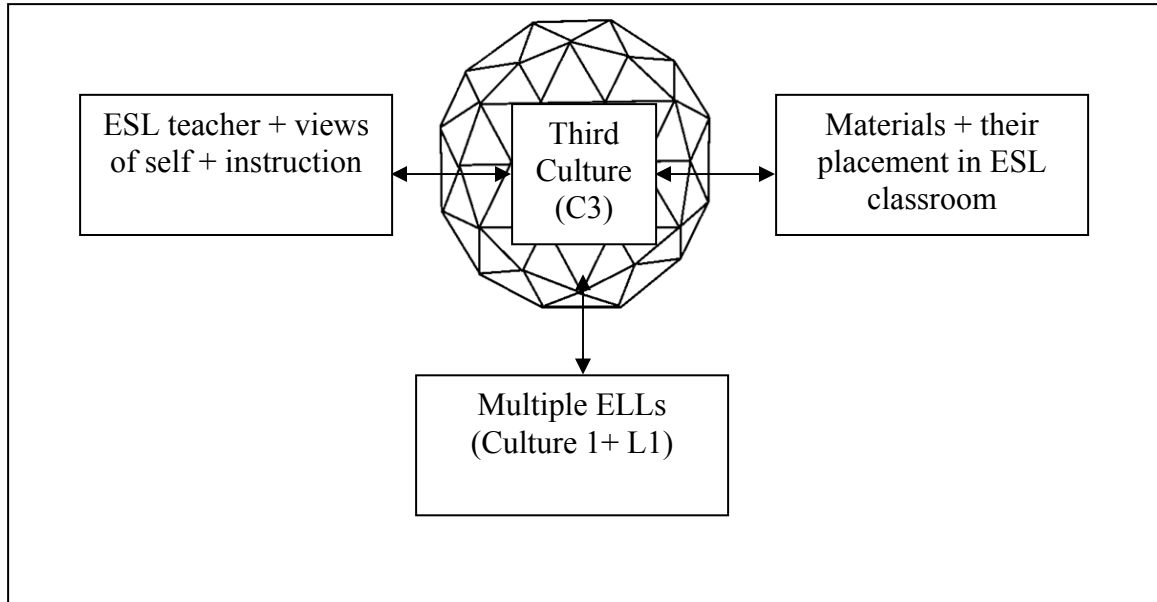


Figure 1. Nested ESL classroom interaction in the C3.

Thus, what teachers do with the space in their classroom is based on their image of self, and their ideas of good teaching practices as well as the role they want to have in the classroom (Bissel, 2002). In addition, if a teacher uses instructional theory to guide her curriculum, she will also adjust her surroundings as much as possible to support her choice of activities (Chacon, 2005). At the same time, students need to be actively involved with the use and planning of the classroom space in order for their learning to be enhanced (Duncanson, 2003). Identities in the classroom “thicken” (Holland and Lave, 2001 as cited in Wortham, 2006, p. 48) and students in classrooms identify with the actions and models of behavior that have been enacted (Wortham, 2006). The ESL

classroom is therefore a place and space which is socially constructed as an institution with power to control L2 learning through the types of language and learning activities in which ELLs engage (Hawkins, 2005; Klingner et al., 2000). It is also a place and space in which ELLs interact in literacy practices which reveal how they view themselves in relation to others in the classroom (Franklin, 1999; Lewis, 2001; Matinez–Roldan, 2005; Rubenstein–Avila, 2004; Urzua, 1999). The ESL classroom is also a space and place that reveals how home and school literacy use influence classroom interaction (Philips, 2005; Valdes, 1998).

Significance of this Study

The emergent ecological paradigm I suggest needs to show how space impacts other interacting factors within the classroom. So far, I have shown how classroom space affects organization of instruction, or teacher perception of what she may do in the space, but no one has directly looked at how the space and place impact the ESL teacher and the ELLs together so that they co–construct the ESL classroom culture and practices. In the next chapter, I examine the ESL classroom as a geosemiotic context. This geosemiotic context is where the co–construction of classroom space with the ESL teacher, and ELLs, as well as the interaction in L2 learning takes place. A geosemiotic framework allows the application of cultural geography and sociocultural and sociocognitive perspectives to the interaction between the ELLs, the ESL teacher and the classroom space and materials within the space itself. As I lay out this framework, I define and inter–relate the various fields to show how we can apply these perspectives to better understand and study the interaction process. It is by this geosemiotic analysis of the classroom that I will be able to illuminate the educational processes that are encouraged and discouraged and show

how the educational processes which flourish, interact with the ELLs and the ESL teacher. The following study is a case study because it follows the story of interaction through a geosemiotic lens that allows an emic perspective of the particular classrooms being examined in order to explain the interaction that takes place.

CHAPTER TWO

ESTABLISHING A GEOSEMIOTIC FRAMEWORK FOR THE ANALYSIS OF AN ESL CLASSROOM

In the previous chapter, I showed the need to recognize the emergence of a new ecological paradigm in classroom research. One of the gaps in this emergent paradigm is a need to examine the classroom–setting context as a geographic and cultural habitus (Bourdieu, 2001) in which the cultural practices and place itself help shape ELL understanding and interaction with cultural and literacy practices. The need for an analysis, which examines place, space, and material use along with the developing cultural and literacy practices of the ESL teacher and ELLs, calls for expanding the discourse analysis to a geosemiotic level. In order to understand the aspects of the geosemiotic analysis, which are used in Chapter 3, I need to explain the methodological warrants (Bloome et al., 2005) or what a geosemiotic analysis entails and how it is applied to understanding the interaction and co–construction of the ESL classroom.

Definitions within a Geosemiotic Framework

Geosemiotic analysis framework integrates three different perspectives of interaction within a classroom space and place of both the ESL teacher and ELLs. These three different perspectives are cultural geography, sociocultural and sociocognitive. In this section, I look at each perspective and how it applies to my geosemiotic framework as I lay the groundwork for my analysis.

Cultural geography maintains that culture is “embedded in real–life situations, in temporally and spatially defined ways” (Crang, 1998, p. 1). Cultural geography examines the materials and ideas of a culture in order to see how cultures make meaning

of space and form identities (Crang, 1998). Cultural geography also considers how different semiotic systems or sign making systems come together in specific places so that these places have meaning for people (Crang, 1998). Cultures are often political and contested, meaning different things to different people at different times (Crang, 1998; Bourdieu, 2001). Crang (1998) maintains that the spaces structure cultures through the way people enact their lives with the materials that pertain to their particular cultures. For instance, in a classroom culture, the type of desks, books, and materials a student uses for a social studies class differs from the materials and desks that may be used in a science class.

At the same time, it is important to remember that different cultures may have different understandings about the use of the classroom materials mentioned above. The concept that culture is contested and reproduced through a range of forms and practices embedded in spaces (Crang, 1998) enables a closer look at the way the culture is formed in the classroom space with the individuals having different understandings about the use of materials. Material culture includes artifacts and products of a culture. Material culture may be examined by looking at the iconography of places, the way the culture gives import to the signs and markers of a place and its objects (Crang, 1998), and to the way the signs and markers impact the individual (Goffman, 1971). Television, videos and newspapers that are used in the social studies classroom create an image of the world for students that differs from the image created in science rooms with books, charts, microscopes, Bunsen burners and other artifacts pertinent to science. Availability and understanding of what these items are and how they are to be used also depends on how familiar students are with the materials in each room. The students' home cultures

impact this understanding, as does interaction with other students from different countries and cultures. How well a student understands how to use different items within a room reflects on the student and impacts how others view that person.

The sociocognitive perspective applies Atkinson's (2002) idea of conversation as being jointly constructed among those speaking and the topic of conversation in order to produce meaning for the individual. Meaning comes from the person's understanding of the use of a society's products, practices and tools (Atkinson, 2002). Second language (L2) classrooms are "cultural scenes" (Atkinson, 2002, p. 54) where the context of learning and the social forces shaping what is available to be learned and the way it is communicated all interact with the individual.

In contrast, a sociocultural perspective examines literacy and communication events in the interactive context of others (Bloome et al., 2005). It looks at language and culture, linguistic practices and their analysis from an emic perspective within specific communities (Bloome et al., 2005; Streeck et al., 2005; Baumann and Duffy-Hester, 2002). The methodology for this is called sociocultural ethnography and it provides analysis that tells the story of participants' interaction in a particular classroom at a specific time through thick description. Thick description is close examination of the classroom space in multiple ways to provide a multifaceted perspective of the interaction that takes place there.

The classroom space is a place and a habitus (Bourdieu, 2001) where dialogic discourse (Bahktin, 1999, Gee, 2002) structures consequent interaction in that place because the cultural and literacy practices in the place impact with the participants (Street, 1984). Crane's concept of a space as a place looks "at spaces not as containers of

cultures but as being formed from routes and from crossings of people and cultures” (1998, p. 118). The routes and crossings are part of the dialogic interaction that Bakhtin (1999) refers to, actions that are recursive, shaping and structuring the way in which the people in the interactions think of themselves, their actions and each other. Thus, the classroom space provides a frame for interlocking, dialogic, recursive interaction (Bahktin, 1999) between the space as a place (Crang, 1998), the teacher and the student and the cultural practices that are enacted within the ESL classroom. Understanding the ESL classroom as a space and place that is a cultural setting with specific situated learning allows an examination of the role of language as a primary tool to create and negotiate meaning in the conversations and literacy events within the ESL classroom (Bloome et al., 2005). These conversations and literacy events are a specific set of actions and reactions the ESL teacher and the ELLs make in face to face interactions (Bloome et al., 2005) that can have “multiple and embedded meanings which are socially constructed” (Pierce, unpublished paper, 2005, p. 4; Bailey, 2005; Bloome et al., 2005; Gee, 2002).

Literacy events are events where written language plays an important role in the language learning process (Gee, 2002). In the ESL classroom there is a negotiation of meaning between individuals, and between an individual and text (semiotic means) that involves “intra–and inter–psychological activity, environments with histories and an ongoing negotiation of social identity” (Thorne, 2001, p. 224). It is language as well as membership in a group, which in this case is the ESL classroom that shapes the students’ understanding of the new culture (Ochs, 2005; Pierce, 2007). So students in a social studies class or science class must have or must add information to their own background

as to what to do and how to perform in each situation so that they can communicate with others in their group, use the materials in the specific classroom appropriately, and discuss the topics in the manner that is expected of them. As this happens, students re-evaluate how they feel about what they are doing, themselves and others around them.

Meaning is positioned within the specific sociocultural practices and experiences of the ESL classroom. This positioning shows that there are specific ways “people organize and understand their situated experiences of the world and text” (Gee, 2002, p. 119; Pierce, 2007). This is done in our thoughts, in our actions with others and in our understandings about what we read and see in our world. Multiple literacies connect people to specific norms, values and beliefs about language, literacy and identity germane to their culture in ways that show power, status, and other social goods that are at stake (Gee, 2002). Thus, the examination of language and literacy events for the purpose of this study acknowledges that “a discourse based, situated and sociocultural view of literacy demands we see reading [and writing and speaking] as not one thing, but . . . many different socioculturally situated reading [writing, speaking] practices” (Gee, 2002, p. 128), which simultaneously occur (Watson–Gegeo, 2004).

Making intertextual connections is one way students can jointly construct relationships between language and literacy events in the past and in the present as well as with others (Bloome et al., 2005; Ochs, 2005; Watson–Gegeo, 2004). This idea of people constructing relationships and meaning can be extended to encompass language as a way people communicate with each other, build social relationships, and impart cultural ideology upon an event, group or way of thinking (Bloome et al., 2005; Watson–Gegeo, 2004). As such, we can now view the ESL classroom as a site of cultural practice, a “site

of doing”(Bloome et al, 2005, p.51). In this way, the ESL classroom becomes a space that structures the culture formed there; through the way participants enact their lives and do literacy and language events (Crang, 1998; Watson–Gegeo, 2004).

Geosemiotic analysis provides a way to look at this ESL classroom space as a site of doing, to show how the literacy events and language events recursively shape the participants and their habitus within the ESL classroom. To understand geosemiotic analysis, it is necessary to unpack the meaning within the word itself. The word geosemiotic has two parts: geo (for place) and semiotics (for signs). Geosemiotics “is the study of meaning systems by which language is located in the material world” (Scollon and Scollon, 2003, p. x). The word encompasses an examination of the use of language within the location or geography of the classroom space through a look at the signs or semiotics that are a part of the place at a particular time. As such, it is important to understand that “all semiotic systems operate as ‘social semiotic systems’” (Scollon et al., 2003, p. 7). They are social because as people communicate they choose one sign system over another, privileging that system and revealing how their choice promotes social positions and power relationships (Scollon et al., 2003). In other words, the choice and placement of materials in the classroom have meaning for the teacher and for ELLs. Because of the different L1s and C1s of ELLs, their understandings of the sign system, materials and placement the ESL teacher chooses, may differ from the teacher’s understandings. At the same time, the way the teacher organizes the material can convey her idea of power. For instance, if she puts the art materials and her classroom artifacts where students cannot get to them, she controls access and shows power over these material distributions.

A geosemiotic framework (Scollon et al., 2003) exemplifies how three broad systems of social semiotics are interconnected in the ESL classroom to provide a way of examining the *interaction order* of ELLs with each other, with the teacher and with materials and their placement in the room. These three systems of social semiotics are the *interaction order*, *visual semiotics*, and *place semiotics*. For this study, the *urban planning designs* or designs of a town or city (Scollon et al., 2003) become the classroom design by which school district administrators designate classrooms to ESL teachers and they in turn allocate space, and label different areas, walls, and items within the classroom. As stated in Chapter 1, the ESL teacher and the ELLs in the ESL classroom are active agents. As active agents, they can create and recreate their worlds (Ochs, 2005) locating themselves both locally and globally in the present and in the past (Collier, 2006; Sloane, 1999). This locating of self in turn shapes other people's perceptions of the ELLs and the ESL teacher that dialogically constrain and shape how other people around them may act toward them and with each other (Bakhtin's dialogic heteroglossia, 1999). There is an interlocking network of relational power that is formed (Bloome et al., 2005; Bourdieu, 2001). I offer two different examples here to explain these ideas. First, the view an administrator has about the importance of the ESL program may be reflected by his choice of room for ESL instruction. Second, at the classroom level, the manner in which the Swedish boy located himself and others led to his description of the room as a "galley". The Japanese boy saw relational power, which he resisted, calling the room "hell". Both of these examples show relational factors that impact interaction in the ESL classroom. In the next section of this chapter, I unpack the first of the three-part geosemiotic analysis framework; the interaction order.

Interaction Order

In this study, instruction and activities within the classroom between the teacher and students are the interaction order (Goffman, 1971; Scollon et al., 2003). The components of the interaction order I use are: (a) *concepts of time*, (b) *perceptual spaces*, (c) *body gloss*, (d) *markers* that index social performances, (e) *embodiment*, (f) *interaction units*, and (g) *activity involvement*. I use these seven components because they help me describe the interaction that the ESL teacher and the ELLs have with each other and the items used in the ESL classroom.

Concepts of Time

The interaction order encompasses concepts of time such as the urgency of an action, and whether a person does one task (monochronism) or multitasks (polychronism) at one time (Scollon et al., 2003). Examining when the teacher and students do particular activities and then how they do them, one at a time or as multitasking can foster understanding of how interaction takes place within an ESL classroom. When an ESL teacher decides to let ELLs work on individual projects and then has to divide her time among the ELLs, she has to decide whether to address needs one at a time or simultaneously and how she will do that. This can affect how she plans instruction and can impact how the ELLs work and talk with her and with each other. It is important to remember that cultures consider time differently. In the English-speaking classroom and in public schools, we consider time as having urgency, monochronism, doing one thing at a time, and involving activity and variety (Collier, 2006; DeCapua et al., 2004; Scollon et al., 2003; Storti, 2001). Various cultures' different considerations of time impact how the actions observed in the ESL classroom are interpreted (Andersen and Wang, 2006; De

Capua et al., 2004; Gay, 2006; LeRoux, 2006). Likewise, the activities and perceptions of the variety of actions also impact understandings of time (Scollon et al., 2003). When we are doing something we enjoy, for instance, we tend to forget about time, it moves quickly. However, if we do not like what we are doing, the activity may seem to take forever. So here we see that the concept of time impacts how a person perceives interactions.

Perceptual Spaces

There are also types of *perceptual spaces* for each participation unit, a student or a teacher by herself, as a *single* or a student or a teacher with others as a *with* (Goffman, 1971). The perceptual spaces I examine in my study are *visual*, *auditory*, *thermal*, and *haptic* spaces within the classroom by which an individual or group make sense of the place (Hall, 1969; Scollon et al., 2003). A visual perceptual space refers to the area where a person sees all that is taking place. The ability to see something helps individuals understand more even when they are far away. At the same time, auditory perceptual space means the area where we can hear what is happening. Sometimes we hear further than we can see, as through closed doors. Our thermal perceptual space refers to how we react to the temperature in a space. Temperature impacts a person's response to the differences in temperature, affecting how we dress, how we feel about ourselves, the weather and what we can consequently touch through the various layers of clothing we wear. Students who are used to living in warmer climates may enjoy snow the first time they see it, but living and walking in the cold that accompanies snow may cause differences of opinion about the snow. They may feel more inclined to stay inside, not get up and go to school when they know they must walk to the bus or to class in the

cold. The haptic perceptual space involves the sense of touch. Relationships and culture impact how we use our tactile or haptic sense; good friends in some cultures being able and expected to touch or embrace each other (Gay, 2006). Thus the four perceptual spaces delineate how people enact their social performances according to how they feel about what they see, hear, feel or touch.

Within perceptual spaces, the interaction order also encompasses “four crucial distances that separate people in face-to-face communications” (Hall, 1969 as cited in Scollon et al., 2003, p. 52). These four crucial distances for North Americans are interpersonal distances which include *intimate distance*, from within touch to 18 inches from another individual; *personal distance*, which is 18 inches to 4 feet of another individual; *social distance*, which is 4 feet to 12 feet; and *public distance*, which is 12 feet to 25 feet from the individual (Hall, 1969; Scollon et al., 2003). This is important to remember because when others are in our personal space we feel obligated to talk or interact with them (Scollon et al., 2003). At the same time, those we meet within our social distance we may decide to treat politely but without interaction (Scollon et al., 2003). Different cultures may interpret distances for each type of interpersonal distance differently (Hall, 1969). Accordingly, we can show our relationship to others by where and how we stand, sit or touch others. Clearly spatial elements are part of social performance. People read our postures and interpret how we feel about what we are doing with others by examining our actions and our interpersonal distances during the act. For instance, if I feel comfortable with a friend I may stand closer than I would to an acquaintance thus revealing how “we geosemiotically embody significant meanings about ourselves and about others and about our relationships” (Scollon et al., 2003, p.

54). Going back to my initial situation of the two boys in my ESL classroom, how the desks lined up and allowed the students to interact with each other and myself, reminded one boy of the galley of a ship. The interpersonal distances for him were different from the other boy, who felt his space was being threatened as he fought an inner struggle against learning English. How they revealed their reaction to the interpersonal distances was demonstrated in their body language or *body gloss*.

Body Gloss

Teachers and students use body gloss or body language to present a social self through complex performances toward others. This body gloss includes gestures, postures and words spoken to others in specific contexts (Goffman, 1971). These actions are enacted within different interpersonal distances depending upon what social self the teacher and students desire to portray in specific situations (Scollon et al., 2003). These performances are enacted in classrooms, which are places that are dictated socially (Scollon et al., 2003). In other words, we ascribe specific types of actions and reactions to the classroom setting or environment. As performances are enacted within the ESL classroom students and the teacher use *markers* or objects, words and body parts to claim ownership of specific spaces. In my small ESL classroom with the Swedish and Japanese boys, I used my computer placed on a counter top to denote my own personal space as the teacher. I placed students' artwork on the wall above their desks to label where each person would sit. The students' artwork hung on the walls of the narrow room were markers that not only indicated ownership of a desk, it also indexed various social performances.

Markers that Index Social Performances

We use markers to index social boundaries between social performances (Goffman, 1971; Scollon et al., 2003). I include a list of markers, which need to be considered when examining the indexing between social performances of the ELLs and the ESL teacher in the ESL classroom (Goffman, 1971). These markers include: (a) central markers or objects that announce a territorial claim such as a purse or book on a desk; (b) boundary markers or objects denoting the line between two adjacent territories so that they can divide space on both sides of a person or in front and back, ensuring the user personal space somewhere such as a bookcase or desk; (c) ear markers or signatures embedded in an object to claim it as belonging to the one whose name it is as when names are inscribed on desks or in books; (d) personal effects or objects belonging to individuals; (e) the body of the ESL teacher or ELL itself claiming territory or space; (f) the words spoken or words written telling others about the claim to a territory of space; and (g) relationship markers which include hands or feet in touch with a person showing a relationship claim for others to perceive (Goffman, 1971). These *markers* delineate where the social boundaries between social performances of students and other items in the classroom begin and end by the way in which they are used by the students and teacher. Much like a sign on a fence, the sign on the door to the ESL and regular classroom marks not only a classroom, but also the social boundaries between the social performances of the teacher and the students, on the inside of the room, and social boundaries between the principal, the school administrators, and the parents on the outside. In this way, we see that those social performances in turn mark the boundaries

of the larger social institutions of our world: the school board, the state departments of education and the federal department of education.

So far, we have a geosemiotic framework that anticipates cultural differences in regard to how a person views space and time among participants and the items within the space. This space within the ESL classroom includes semiotic sign systems, which indicate how participants mark territory, and how they see themselves in relation to the space and in relation to each other in the various cultural practices involving reading, writing, listening and speaking. These practices are embedded within the context of activities occurring in the ESL classroom on a daily basis as well as in the cultural practices each ELL brings to the classroom from her/his own L1 and home culture (Collier, 2006; Hawkins, 2005; Lewis, 2001; Pennycook, 2001; Pierce, unpublished paper, 2006; Street, 2003). As such, these practices can also be made visible by examining the specific markers used by the participants in the ESL classroom, and by recognizing that each ELL and each ESL teacher will make sense of the space and items, or *markers* within the space, in ways that shape their interaction with each other and the practices they enact or perform within the ESL classroom (Cragg, 1998, Scollon et al., 2003). How and where students place their binders, their pens and pencils, their purse and homework when they come into the ESL, science or social studies classroom interacts with routines the teachers have established with those students as well. Past experiences within similar classrooms may help dictate how students perform upon entering the classroom. In the ESL classroom, there are a variety of expectations about this entry behavior that may conflict with others' perceptions and thus shape how each student and the teacher see the other, in this situation.

Using Goffman's interaction order allows us to see that our discourses in place are located physically in the place they are enacted as well as in relationships we have socially and physically with the people in the space (Scollon et al., 2003). To take this concept a step further, each person in the ESL classroom has a social self, built from social roles enacted in specific places (Goffman, 1971; Scollon et al., 2003). My social self as an ESL teacher relies on the relationships I build with other teachers and with my students in my school.

Goffman's interaction order can be used to examine interaction in two areas: (1) how the teacher perceives herself as the classroom designer in relation to the administration, which has allotted her class space, and as the ESL instructor in relation to the individual ELLs in the classroom at a specific time in specific practices; and (2) how the students perceive themselves in various areas of the room during specific cultural practices in relation to their own L1 and cultural practices they bring with them from home (C1), as well as what is shaped within the ESL classroom in a specific time and practice (each ELL's C2). This is done because social roles and physical spaces constantly index each other and so both must be examined in order to understand how discourse is situated in our social, geosemiotic world (Scollon et al., 2003).

Embodiment

Another component of Goffman's interaction order, *embodiment* can be used to describe the manner and placement of the various discourses of the ESL teacher, the ELLs, the cultural practices, and items in the classroom space. This placement in turn shapes how the participants see themselves within the ESL classroom. Embodiment is

the *personal front* or

identity kit that one assembles out of the mixed bag of what Goffman calls ‘sign equipment’, personal and physical characteristics and objects one might wear or carry. . . . [So that t]he personal front is virtually any visible or perceptible . . . aspect that a person carries physically into the presence of others, whether or not these aspects of the personal front are consciously controlled (Scollon et al., 2003, p. 57).

In the social studies or science classroom placing the homework in a particular place, bringing in extra current event clippings from newspapers or from the internet makes a statement to other students about how one student may see her/himself. Using the extra current events material in presentations in class produces a visible aspect of competence for the student that other students and the teacher may see. In the ESL classroom standing beside the class objectives written on the board or sitting at a desk tells the ELLs what the teacher expects the students to do.

In this study, Hall’s three dimensions of space: concepts of time, perceptual spaces and interpersonal distances (1969), while internal and cultural, also affect and impact the external displays (Goffman, 1971) that participants make in the ESL classroom at specific times in specific situations and interactions (Ochs, 2005; Pierce, 2007; Thorne, 2001). In the small ESL classroom I described earlier with the Swedish and Japanese boys, the small amount of space meant that student–to–student interactions were enacted within personal distance and social distance all of the time. Students revealed their interest in the class activity by the way they sat in their chairs, turned to face others or the chalkboard when interested and turned away from others and the

chalkboard when they were not. Whenever I wanted to get any student's attention all I had to do was go and stand beside or behind that student and look at him. The silence, my look, and the noise other students made when they noticed what I was doing with one student would cue that student into turning or paying attention to what we were doing.

In order to understand how concepts of time, perceptual spaces and interpersonal distances impact the interaction order, I delve deeper into Scollon and Scollon modification of Goffman's description of the participation of people in public places through their use of "circles of self" (Goffman, 1963, p. 232, as cited in Scollon et al., 2003, p. 58). These circles of self are formed around the participants, and structure how each person expects others to show respect or to react to them in specific situations. Circles of self differ from personal front because circles of self are areas created by items that are not carried by the person physically, but are placed around the person to give significant information about a person. Teachers create and regulate their own circle of self by the placement of family and student pictures and mementos on their desk or on bookshelves around where they sit in the classroom. In my ESL classroom, I place family pictures near me to show my interest in family and portray my personal front as a caring person. I also have mementos from former students I keep on a bookshelf near my desk to show my students I am interested in them and their cultures and that other students have cared about me as well.

The Pennsylvania Department of Education (PDE) ESL Goals and Standards (PDE, 2005) emphasize this idea of fitting in and regulating the personal front as one that needs to be taught in the ESL classroom. The state mandates that ELLs be taught how to respond appropriately in various social and academic situations in English (PDE, 2005).

It is important to understand nonverbal language or body gloss and how it is used in conjunction with language to express thoughts (Gumperz, 2003, 2005; Goffman, 1971; Scollon et al., 2003).

Goffman's concept of *body gloss* has two kinds of expression: disembodied and embodied. Disembodied expressions include writing and leaving footprints (Scollon et al., 2003). Embodied expressions, on the other hand, are naturally visible and audible to others to the extent that if you see them, they can see you (Scollon et al, 2003). Using these two expressions of body language provides a physical way of tracking or mapping the dialogic interaction (Bahktin, 1999) that is key to understanding sociocultural and sociocognitive perspectives of discourse in the ESL classroom. Interaction is mapped by examining the embodiment of discourses in place. This means, for my purpose, examining how the participants in the ESL classroom interact through looking at two aspects of fitting in—*involvement* and *civil attention* (Scollon et al, 2003). Involvement concerns the way a person acts toward others along a socially prescribed range of appropriateness that indicates where that person is situated with others and with the activity (Scollon et al., 2003). One of the ways that participants show their range of *involvement* is through civil inattention. Consider a situation where three people are standing beside each other and one person begins to talk about what he did over the weekend to the other two people. If one person is interested in what the first person says, he may lean closer to that person, smiling and nodding his head to show encouragement and interest. If the third person is not interested, he might lean towards the two and smile to show involvement and then look away or around but not at the two people to show his civil inattention to the others without leaving the group. It is the looking away while still

a part of a group that signals *civil inattention* (Goffman, 1971; Scollon et al, 2003). As Watson–Gegeo (2004), Scollon and Scollon (2003), Atkinson (2002), and others point out; the way we look at people denotes how we feel or how we label them to be in relation to us. Smiling and making eye contact with another person is how we usually show closeness to a person. This understanding of the interaction of participants with each other must take into consideration, Hall’s proxemics (1969) as well as Gumperz’ ideas of cultural implications on understanding appropriate gestures (2003, 2005) to show how and where body gloss reveals the negotiation of meaning in the ESL classroom. Smiling and making eye contact from within personal distance may mean more to someone than the same action done from public distance. Waving to a person in social distance may cause the person waved at to walk over to the person who has waved while waving from public distance may just require the person to nod and wave back. Different cultures respond differently to proximity and gesture choice, dependent upon the perceived relationship between the two people (Collier, 2006; DeCapua and Wintergerst, 2004; Gumperz, 2003, Storti, 2001). When an ESL teacher is explaining something to one student and another student tries to interrupt, ignoring the student who is trying to interrupt may be considered civil inattention, until the teacher addresses the interrupter briefly with civil attention to stop his querying.

In this section, we have examined body gloss in conjunction with the aspects of concepts of time, perceptual spaces, interpersonal distance and embodiment as seen in the portrayal of individual personal fronts through the use of materials in the circles of self. Body gloss and embodiment can be mapped to show how students and the ESL teacher

interact in the ESL classroom. In the next section, I focus on how interaction units are determined and examined.

Interaction Units

Goffman's interaction order (1971) allows consideration of how these groups of interaction arrangements create semiotic units which index public social entities or places, organizing the way we use and speak language as it occurs (Scollon et al., 2003). For instance, Goffman's concept of a *with* is a "party of more than one whose members are perceived to be 'together'" (1971, p. 19). This grouping of interaction units has implications for how the people in a *with* handle or demonstrate: (a) civil inattention to those who are not in the *with*, (b) ecological proximity to those in the *with*, (c) the right to initiate talk and other interactions with those in the *with*, (d) availability of these interactions to *with* members, and (e) greater latitude in behavior with others in a *with* than as a *single* (Scollon et al., 2003).

Goffman writes from a Euro-American point of view and his interaction order needs to be studied in more detail for the ways in which it applies to other sociocultural groups (Scollon et al., 2003). For this reason, we must take into consideration what Gumperz (2003), Gee (2002), Thorne (2001), and Collier (2006) state about how different cultures view gestures and other body gloss as well as negotiated meaning. There are both commonalities and differences across cultures of linguistic acts (Ochs, 2005), such that the different ways of reacting and displaying feelings and actions through gesture and *body gloss* create new and different understandings of what is happening in a specific time and specific place (Ochs, 2005). For example, Gay (2006) posits that there is a semiotic relationship between communication, culture, teaching, and

learning. This is because culture influences what we “talk about, how we talk about it; what we see, attend to, or ignore; how we think; and what we think about” (Gay, 2006, p.326).

At the same time, there are distinct interaction units that are common to all cultures. Scollon and Scollon (2003) use Goffman’s interactional units in their geosemiotic analysis. I have taken concepts applicable for the ESL classroom for my study. The interactional units, which I use in my geosemiotic analysis include: (a) *singles* to denote one person alone in a social space with other people, (b) *withs* as two or more people perceived as being together and focused on each other, (c) *conversational encounters* as a *with* which is focused on producing and maintaining conversation within a small group, (d) *people-processing encounters* or *gate-keeping encounters* which are social interactions characterized by a situation where one person has power to control or shape significant outcomes for others who must provide some account of themselves, and (e) *platform events* where someone or a small group performs as a spectacle for others on an elevated platform or when surrounded by the group who are watching such as when students present information/reports/posters to others in class (Goffman, 1971, as cited in Scollon et al., 2003). Using these five types of social interactions, I can identify participants in the ESL classroom, and make inferences about language use and social role performances as well as what is happening at that moment (Scollon et al., 2003). Additionally, words, pictures, and other visual forms in the materials in the classroom index the semiotics of the concept of time, perceptual spaces, interpersonal distances, and personal fronts (Scollon et al., 2003).

Earlier in this chapter, I stated that culture determines what is considered appropriate for interpersonal distances and personal fronts. Place or territory is important to humans. People integrate sociocultural understanding of interpersonal distance into the space created with others when talking to them (Scollon et al., 2003). People in some cultures feel comfortable standing close to another person when talking. North Americans, however, tend to feel more comfortable when there is more space around them. People also enact social roles, their personal front to others, through the way they use conventionalized sign–equipment such as gestures, posture, dress, expressions, and other material objects of their surroundings (Gay, 2006; Ochs, 2005; Scollon et al., 2003; Watson–Gegeo, 2004). This enactment of personal fronts leads into an examination of two different regions or areas of a space: that which *is frontstage* where participants interact; and the *backstage* or the backdrop, where things that contribute to, but are not necessarily in the action are located (Scollon et al., 2003). Considering the social studies classroom student who has brought in newspaper clipping of current events to share with the class, his actions and materials put him frontstage. In the science class, the students who hide behind their aprons or goggles are backstage, watching the action, not necessarily in the action.

In my analysis of a physical setting such as the ESL classroom, then, it is important to examine and know what items in a physical setting construct the boundary between frontstage and backstage as well as what actions or behaviors by the ESL teacher and the ELLs enable them to transition or move between the two regions (Scollon et al., 2003). “Transitions can be shown by shifts in gaze, posture, ways of speaking as well as

by the sign–equipment carried or set aside by the persons making the transition or by shifts and orientations in their clothing or hair” (Scollon et al., 2003, p. 76)

In order to examine a public place such as an ESL classroom, it is necessary to know what resources the students and the teacher can use to produce specific actions or performances (Scollon et al., 2003). Keeping a map or written description of the place, a list of participants and using photographs to record the areas and activity help determine what happens between the interaction of ELLs to each other, to the ESL teacher and with the ESL classroom space itself.

Activity Involvement

Goffman (1971) offers four categories for *activity involvement*: *dominant*, *subordinate*, *main* and *side*. An example of a dominant activity would be the main activity that regulates all others, such as when a student enters class, sits down, and listens to the teacher talk. Writing notes as the teacher talks would be the subordinate involvement. Within the subordinate involvement of writing the notes would be the main involvement of writing the words she/he hears the teacher say while a side involvement would be glancing around the room from time to time to see what other students are doing (Scollon et al., 2003). While this type of activity categorizing may apply to multiple occasions, it is important to know where each part of discourse fits in a scheme of involvements or actions (Scollon et al., 2003). The page number in the teacher’s discussion might seem rather insignificant, but from the point of view of the dominant involvement/action it is an important bit of discourse, as it references the location of information being discussed. The notepaper itself may be put away when the student opens the book to follow along with the teacher. Using multiple observations of

participant interaction in a particular place over time also facilitates a better understanding of the shift from one level of involvement to another.

Thus far, the use of Goffman's interaction order (1971) demonstrates how complex social performances within various interaction units use markers, perceptual distance, concepts of time, body gloss, embodiment and activity involvement to position discourse in the ESL classroom as well as in the world (Scollon et al., 2003). In order to understand how the semiotic indexes interface with the interaction order over time within the ESL classroom, I must consider the second part of the geosemiotic framework, visual semiotics.

Visual Semiotics

For this study, the term visual semiotics, (Kress and van Leeuwen 1996; Scollon et al., 2003) encompass an examination of all visual materials within the ESL classroom. Visual semiotics takes into consideration the representations of the interaction order in images and signs so that there are represented participants that are narrative and conceptual. As pointed out in the first section of this geosemiotic analysis, there are multiple relationships enacted with the ESL classroom. This nested and contested site of interaction is not only among the people but also with the cultures and languages of each student (Pierce, 2007; McDaniel et al., 2006; Bloome et al., 2005; Gee, 2002; Donato, 2001; Thorne, 2001). Therefore, these understandings about nested and contested interaction are layered with understandings among the participants in regard to the visual objects within the ESL classroom itself. Visual design, like language fulfills two major functions: an “‘ideational’ function, representing ‘the world around and inside us’ and an ‘interpersonal’ function, a function of enacting social interactions as social relations”

(Halliday, as cited in Kress et al., 1996, p. 13). Actions in the world are depicted in visual images. The actions within these visual images index the real world in which they are placed and people or social actors refer to these abundant images in order to construct meaning and social performances as part of their personal front (Scollon et al., 2003). For instance, labels on purses reference the manufacturer and at the same time reference a social relationship the owner has in society.

Thus, where items and actors (in this study, the ELLs and the ESL teacher) engage there forms an interaction space that allows others to see how people “use images to do other things in the world” (Scollon et al, 2003, p.84). In order to understand how teachers construct and use space in their classroom, it is necessary to understand the importance and meaning the teachers give to their classroom and to the activities and social interactions involved in how they determine what is important (Bissel, 2003). We can learn from physical environment cues what the teacher deems as appropriate behavior and interaction (Rapoport, as cited in Bissel, 2003). The ESL teacher can create a picture of the classroom for the ELLs as they enter into the room to engage in varied cultural practices.

Visual semiotics examines how pictures frame the interaction order within a particular place and time with particular people. Pictures represent constructed and framed images in a wide range of works of art, from those children draw, to textbook illustrations and “scribbled personal maps” (Scollon et al., 2003, p. 85). It is the composition of the image that gives it meaning and significance. In this study’s data collection, the photographs taken of interaction in the ESL classroom denote the simple interactions between the participants (i.e., the ELLs, the ESL teacher, the items within the

ESL classroom and the room design itself) as well as the intention of the teacher in the placement of the objects within the room. The photographs also show the intention of the photographer in the resulting carefully crafted image. For this reason, the journal and interviews with the participants serve to keep the interpretations of the photographs I take in the arena of that which is not just crafted by the photographer but to show what the participants actually do and perceive they do. For this geosemiotic analysis, I look at how the “interaction order is visually depicted [through] represented participants, modality, *composition* and interactive participants” (Scollon et al., 2003, p. 86).

Represented Participants

Represented participants are those people, actions, and items that are visually depicted in pictures and in texts as either *narrative* or *conceptual structures* (Kress et al., 1996, Scollon et al., 2003). These images make visual statements to others (Kress et al., 1996). What the ESL teacher has chosen to use on bulletin boards, how she has placed bookcases, the student desks and her desk, and any other objects, all form a visual image she presents as part of her personal front.

Each visual structure of an image “points to different interpretations of experience and different forms of social interaction” (Kress et al., 1996, p. 2). Narrative structures tell a story as the action unfolds or changes. Conceptual structures show abstract comparative or generalized categories that impact the interaction. An examination of images or pictures in a specific place requires understanding the orientation and perception of others as well as whether the picture denotes a narrative or conceptual relationship between all participants. In a narrative structure one participant looks at, leans, or moves toward another, so that a vector for the gaze or motion is produced which

shows how the first person is connected to the other. This is part of that person's personal front. At the same time conceptual relationships among the participants do not have vectors that show gaze or direction of movement (Scollon et al., 2003). The sign on a door marking it as an ESL classroom is a conceptual structure; there are no vectors to show movement or directionality.

We can use this information about visual structures to read action in the ESL classroom. Reading action can be done by examining vectors of movement to see how motion can be read and the degree of balance a person has—if they are moving or leaning forward or centered at rest (Scollon et al., 2003). Another way to read action in the ESL classroom is through the way in which others perceive modality of materials and visuals.

Modality

Modality is the concept of imparting value or importance to something through the way in which it is brought to a person's attention. Visual language has modality. It is culturally specific as well. The way language is written can differ; people in some cultures write from right to left, top to bottom and others from left to right. This difference in directionality can cause people from different cultures to attach different values and meanings to the visuals they read as well as the way in which they interpret visual space (Kress et al., 1996). What is "seen as a 'true' representation in one [culture] often seems very distorted in others" (Scollon et al., 2003, p. 89). Visual representations have coding orientation (Kress et al., 1996, Scollon et al., 2003). Coding orientation is governed by what is desired as the focus and feeling of the image represented in the visual (Scollon et al., 2003; Kress et al., 1996). *Codes* are man-made systems of meaning making between individuals of a specific societal group that enable them to

interpret what they see in the real world (Danesi, 1993). The codes are governed and mediated by the understanding of those within the macro-code or culture (Danesi, 1993). Codes themselves are largely impersonal with respect to the way they generate meaning but the signs making up the codes must be contextually situated in order to give meaning (Danesi, 1993). Thus, despite differences in perceptual ability, sociocultural perceptions of interaction, and social performances, a true visual representation is that which we would see if we were in the actual place in the visual (Scollon, et al., 2003). Modality indicators of color differentiation, contextualization, and representation shape the design of a visual image for the ELLs through the use of technology and the senses (Kress et al., 1996).

In the ESL classroom, how modality is perceived and interpreted may influence interactions with the visuals within the room because each specific sociocultural group interprets modality of colors differently. For instance, the color red has high modality in Hong Kong, China and Taiwan where as dark greens and browns have high modality in Korea (Scollon et al., 2003). Because cultural differences exist in the ESL classroom, ESL teachers must take into consideration the different ways of perceiving the choices of modality so that material they deem important will also appear important to ELLs (Kress et al., 1996).

Another visual semiotic to consider in the ESL classroom is written text. Not only does text differ by language, text also encompasses the material upon which it is written, what it is written with, and the letter system that is used. All of these factors are dictated by the way the material and substance is laid out. This includes written text on

paper, textbooks, computer screens, bulletin boards and chalkboards (Kress et al., 1996). After modality, there is another aspect of visual semiotics to consider, *composition*.

Composition

Composition consists of information that is used in a visual to give meaning to those who view it (Scollon et al., 2003) and the way the information is placed in a visual display (Kress et al., 1996). Composition relates representational and interactive meanings of the picture to each other through three interrelated systems: *information value*, *salience* and *framing* (Kress et al., 1996). Information value denotes where elements of a visual are put to give specific information value to the reader. There are six image zones in a visual that give information value: left and right, top and bottom, center and margin. *Salience* is the way the importance of an element is brought to a viewer's attention through its placement in the foreground or background, its use of size, color, and the sharpness of an element. The concept of framing uses dividing lines and frame lines to connect or disconnect an element from others in a visual. This can denote a sense of belonging or disassociation to the viewer (Kress et al., 1996).

These three principles of composition: information value, salience and framing apply also to visual composites, pictures with text, and pictures on paper as well as to pictures on computer screens and television. I use these three principals of a visual's composition when I analyze the photographs I take in the study. Visual composites are integrated text, including everything on the page or screen (Kress et al., 1996). There are two spatial codes for the process of examining integrated text, the *code of spatial composition* and the *code of temporal composition*. The code of spatial composition is present in texts that have all elements spatially co-present such as paintings, magazine

pages, and photographs. The code of temporal composition is present in texts that unfold over time as seen in speech or journal writing (Kress et al., 1996). Multimodal texts, such as television, utilize both codes of composition.

Placement of information whether textual or visual, relies upon what value the information has as well as salience and framing in the layout process. Thus for the ESL teacher, how she composes her room with the materials she is allocated, depicts the value she gives to the materials by their placement within the room. In the same way, the ESL teacher shows the materials' salience to others. Using my original situation of the two boys' perceptions of self and the ESL classroom, I remember thinking the room was too narrow and claustrophobic with no windows. I took the large pictures the students had made of a section of a story they had read and discussed and taped these pictures on the walls to look like windows with views of the Grand Canyon. Then I placed each student's desk under her or his picture. This effectively created the corridor to walk down the room from the door to the board where the students or I could write. I tried to mediate the room constraints with materials I deemed important and reflective of what the students were learning.

In order to understand how visuals are to be used and analyzed in my methods chapter, I look closer at how a picture and its parts can be read. In this study, photographs of the room show how the ESL teacher frames her items and objects so that the room and subsequent actions can be read. The way this is done is depicted below. The visual image or a picture of a room and the participants (people and items) can be broken down to reveal information, which is *given* or *new* (from left to right), *ideal* or

real (from top to bottom), or *centered* or *marginal*, when placed around a center as seen in Figure 2.

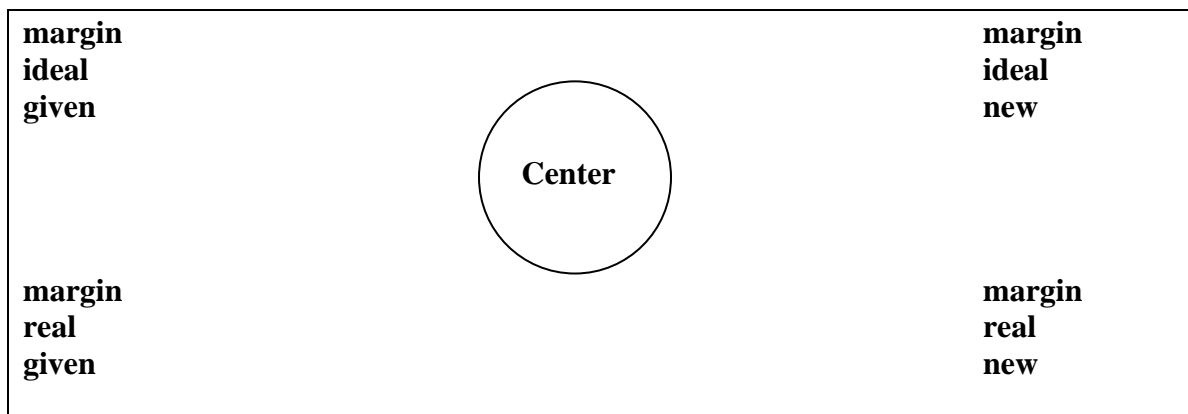


Figure 2. Visual image components.

Adapted from Scollon et al., 2003 p. 91; also see Kress et al., 1996, p. 208.

Something that is given is something with which the viewer is familiar or already knows.

For something to be new, it must be something the viewer does not know, and as such, it can be “contestable, problematic” (Kress et al., 1996, p. 187). At the same time, looking at the information value from top to bottom we can see that what is placed at the top is the ideal and what is placed on the bottom is the real. Ideal means information that is the most generalized, important or salient information to be shown. Real represents what is actual information, or the details, such as those seen in maps, charts, and photographs.

Figure 2 shows how a visual can combine the horizontal and vertical structuring of information. In examining western visual semiotic, what you see is the result of the way in which the culture feels visuals should both be read and represented to others as the real thing (Hodge and Kress, 1988 as cited in Kress et al., 1996). As stated earlier in this chapter, cultures may differ on how they read a text or visual. “Directionality as such, however, is a semiotic resource in all cultures. All cultures work with margin and centre, left and right, top and bottom, even if they do not accord all the same meanings and

values to these spatial dimensions” (Kress et al., 1996, p. 199). Because different cultures do not accord the same meaning and values to spatial dimensions and what is seen in these spaces, it is important to check each participant’s understanding of the interaction photographed during the observations of the study. Finding out how the participant views the photographs and interaction mapped in the photograph facilitates understanding the interactive units. The next section presents another component of the geosemiotic analysis: how visual semiotics considers the interactive participants in the photographs.

Interactive Participants

There are three types of interactive participants in a visual semiotic (Kress et al., 1996). The first is interaction between the producer of the image or semiotic display and the participants represented in the display. The second interaction type is among the participants represented in the picture. The third type of interaction participation is that between the represented participants and the viewer/reader/user, taking into consideration how visual representation may reveal what is happening by foregrounding events or people at specific times and places in their interactions. Visual semiotics can reveal contact, *social distance*, and attitude among the represented participants and the viewer (Scollon et al., 2003). Images depict social relationships (Scollon et al., 2003). The way a person gazes directly (as in a demand) or indirectly (so that it shows civil inattention) (Goffman, 1971) and the gaze that reveals an *offer* of action, ideas, or feelings (Kress et al., 1996) when it is within social distance can illuminate social relationships and how ELLs feel about themselves and the situation. The direct gaze or demand is the way to open up interaction space (Scollon et al., 2003). At the same time, social distance in

visual semiotics (Kress et al., 1996) corresponds to perceptual distances (Hall, 1969) and image size. Power and involvement are shown in photographs by low-angle shots and high-angle shots (Kress et al., 1996) because the perspective of looking up at a person makes that person appear more powerful to the viewer (Scollon et al., 2003). In this study, I utilize three concepts of narrative representations taken from visual semiotics: (a) the depiction of action—either direct action or reaction, (b) the invitation to action, and (c) implicit actions found in classroom walkways between desks and separate areas (Scollon et al., 2003).

Vectors, lines, or arrows formed by natural objects, the body, or the eyes in pictures or other visuals, can reveal actions and what is thought to be important (Kress et al., 1996). The modality of items of importance in pictures shows how coding orientation is socioculturally dictated in the placement of the images and the design of the space within the image (Scollon et al., 2003). Photographs can also show how others view their personal, social and public spaces around them by how they stand, sit or interact with others and the materials at hand. Consideration of public spaces in an examination of place semiotics is an important component of my geosemiotic analysis framework.

Place Semiotics

The third part of the geosemiotic framework is place semiotics, which for the purposes of this dissertation encompasses the sign systems within the ESL classroom. This study uses cultural geography and sociocultural theory to analyze the ways in which ELLs use the semiotic code of the classroom design in the L2 learning process. This analysis examines how the classroom is co-constructed by the teacher and the ELLs through their use of the space and their cultural and literacy practices (Block, 2003;

Coelho, 1996; Flower, 2003; Johnson, 2004; Lantolf, 2001; Reeves, 2004; Savignon et al., 2002). This is important to remember because we use our bodies in social role performances to let others know what we think of our actions and ourselves and how we want or expect others to view us. The way we stand or sit, how close or far from others, our movements, our clothes, and our attitudes as we wear clothes are all part of our personal front. Even our perception of time and how we look at our surroundings all produce the interaction order. Our actions index the words we use to label others and ourselves in the world and give meaning to our social spaces (Scollon et al., 2003).

Earlier when defining visual semiotics, I stated the importance of taking photographs to capture moments of interaction and member checking the ELLs' and the ESL teacher's reaction/perception of the actions (Bloome et al., 2005; Emerson et al., 1995; Maxwell, 2005; Rubin and Rubin, 2005). Here, too, it is important to consider why the picture was taken at the moment it was taken. Selecting the peak moment of interaction between ELLs and the ESL teacher or the ELLs and each other is important (Scollon et al., 2003). Another consideration is how we frame the picture, choosing what will be *foregrounded* and what will not, to emphasize the interaction between the participants or to emphasize the interaction with the objects, or the room itself. The way in which a reader then views the picture is also a consideration that makes meaning and implicates what the understanding is among the participants being represented. Member checking the ELLs and the ESL teacher's understandings of what they see in photographs with what they recall focuses the understanding of interaction more clearly.

While all spaces carry meaning, some sociocultural systems prohibit semiotic overlays or *inscriptions* (Scollon et al., 2003). The following examples present

contrasting attitudes toward inscription. In the United States, national parks restrict the types of signs used within them. In contrast, in mountain parks in China writing on rock faces is sanctioned (Scollon et al., 2003). In the United States' classroom, students are expected to write on paper, not the textbooks. Students from other countries might have different expectations and the teacher will need to be aware of these differences. From these examples, we can see how location plays a key role in determining placement and type of signage systems.

It is *emplacement*, where signs are placed that gives context and meaning to what we see in the material world (Cragg, 1998; Danesi, 1993; Kress et al., 1996; Scollon et al., 2003). Hence, for an examination of the photographs and mapping of interaction in the ESL classroom, their context and location within the ESL classroom must be taken into consideration. In this case study, the examination of place semiotics includes: *code preference*, inscription, emplacement, and *discourse in time and space*.

Code Preference

Place semiotics takes into consideration the location and placement of signs as well as code preference and language used in making the signs. Code preference includes the choices used in depicting what is written or visualized (Scollon et al., 2003). Font choice of printed matter is symbolic, representing a time period or feeling that the image producer wishes to convey to others who read the visuals. Chinese and other Asian countries construct images with specific designs from a circular center and periphery design (Kress et al., 1996; Scollon et al., 2003).

While Street (2003) highlights the power construct that shapes the social practices and conceptions associated with reading and writing, Scollon and Scollon (2003)

emphasize the geopolitical situated semiotic systems that reflect the code preference of the location or point in which the sign is located. In the ESL classroom, a code preference from left to right and top to bottom would signify a western influence and impact the ELLs from other preferred sign systems as to how well they read the signs and visuals displayed. When more than one language is displayed the more salient language is usually displayed in an upper position. Thus, for an examination of visuals within the ESL classroom, being able to read what system of values is used in selecting the code preferences for visuals needs a microethnographic analysis that has already been mentioned, in addition to the already mentioned member checking and interviewing of the ESL teacher and the ELLs regarding their interpretation of the visuals. The microethnographic analysis allows interpretation to unfold over time in a particular place so that it is easier to understand the reasons for the use of the stated code preference.

Inscription

Inscription in the semiotic spaces and pictures refers to all the ways of making meaning that use the physical material of language and other code systems in the world (Scollon et al., 2003). For my study inscription includes: (1) fonts or letterforms which include writing letters and symbols in handwriting, or calligraphy and word processing fonts or professional typefaces, which include considerations of color, size and shape; (2) physical substance or material upon which the inscription is written such as metal, stone, paper or the board in the ESL classroom; and (3) layering—putting add-ons/extensions of an inscription on a more permanent *inscription* such as those seen in sale advertisements (Scollon et al., 2003). In the ESL classroom, the font of choice is usually one similar to hand printing so that beginning ELLs of various languages and cultures can

more easily learn how to read and to write. School districts with specific handwriting systems taught to young students will advocate displaying banners demonstrating the alphabet in the font of choice to highlight its importance within the English language learning process. This is usually found in the front of classrooms so that it is prominent and all can see it. This is an example of the phenomenon of indexicality, when a sign has real or symbolic meaning by either its physical characteristics, where it is placed in the physical world and/or its relationship to other signs, objects and people at specific times. At the same time, what the object is made out of can impart information on how we are to think of it. Texts that are printed have greater authority than penciled notes in the book or scratched writing on student desks (Scollon et al., 2003). Aspects of materiality such as durability or permanence, temporality or newness and quality of the material can be conveyed through various medium (paint, pencil or ink) of the inscription, the material of the sign itself (paper, wood or plastic) and how it looks on a surface: wet, shiny, or dull or scratched. When I think of materials I consider how others can add on to other signs, such as when the ESL teacher hangs student papers on the bulletin board for display. Some papers will be put up in the beginning of a unit, while others may be added later to show progress. This layering of materials indexes time and importance of both the item and the one who created the item.

In contrast, a sign can also be inscribed to become unreadable or denied (Scollon et al., 2003). Teachers deny inscriptions when they cover up material on the board during tests so students cannot read what had previously been written and discussed. At the same time, it can be revealed or uncovered once the test is over and used to review items of importance from the test. Thus we see how denied inscription is parallel to Goffman's

description of social backstage and frontstage performances because they index their current state of being (Scollon et al., 2003). One moment they are visible, or frontstage and then they are covered or *backstage*. In the same way, *inscription* in signs is like the performance of social roles discussed earlier. A sign maker chooses the font, color, materials, layers and state changes to signal meaning of the words to indicate whether we should read the sign as temporary or permanent, of good or poor quality, and currently positioned as backstage or frontstage (Scollon et al., 2003). In this way inscription becomes important to help analyze what is seen in the visuals in the ESL classroom. The next section of place semiotics examines the concept of emplacement to demonstrate how situated discourse is in the ESL classroom.

Emplacement

When considering where in the world a sign or image is located (emplacement) it is necessary to know if the image or sign is *decontextualized*, *transgressive* or *situated* (Scollon et al., 2003). Decontextualized semiotics include brand names, logos or other universally understood symbols so that people seeing the signs have mental images of the products associated with the symbol. Other symbols with the same type of decontextualized semiotics include the Christian cross, the Red Cross, the Islamic crescent, and national flags.

Another important decontextualized semiotic is the direction of writing because in some instances images and texts index the “geo-material world outside the frame of the picture” (Scollon et al., 2003, p. 144). For example, decontextualized text vectors in English and other European languages, travel from left to right, whereas in Arabic and some other languages, the text vector goes from right to left. Another decontextualized

semiotic that shows emplacement is differences in capitalization from language to language such as English capitalization of names of languages and French non-capitalization of names of languages. From these examples we can see that while decontextualized semiotics make no direct mention of the place in the world where the signs appear in the actual visual, they indirectly reference the place by association (Scollon et al., 2003).

Transgressive semiotics refers to signs that have been wrongly placed (Scollon et al., 2003). Some examples of this include English writing that is written backwards on ambulances; or ESL classroom labels for items which have fallen off of the items they are labeling, or childish scribbling on the board or on texts, as well as discarded items or trash (Scollon et al., 2003). Transgressive semiotics, signs that have been placed wrongly do not include denied semiotics or signs, which are signs that have not yet been given their rightful place.

Decontextualized and transgressive semiotics differ greatly from situated semiotics, which includes common regulatory signs or notices such as directions to fire exits in classrooms, exit signs in the room or signs to indicate room ownership. Situated semiotics includes signs that have meaning based upon where the sign is placed in the material world (Scollon et al, 2003). Once again I refer to my original situation of the two boys and the ESL classroom labeled as both a “galley” and a “hell”. My action of putting up the students’ pictures of scenes from the book they had read had situated semiotic value; the students could relate to the pictures not only because they drew them, but because they were placed above their desks, in the room where we had read and talked about the book.

Keeping in mind that visual language is culture specific, I need to examine two problems: the problem of transgressive semiotics or how to construct meaning of signs that cut across other systems of meaning; and the problem of situated semiotics or how to construct meaning out of the relationship between the visual itself, the material and physical placement of the sign in the world (Scollon et al., 2003). As with other situations outlined earlier, pictures of visual semiotics within the ESL classroom are member checked with the ESL teacher to determine whether it is transgressive or situated since the starting point to understanding visual design is to analyze the geosemiotic “active and inactive or prohibited zones of the world around us . . . [in order to understand that w]hen and where language appears on the world also works within a system of meaning, in this case conveying authorization” (Scollon et al., 2003, p.151).

In considering the location of signs within the material world, there are times when the sign itself indexes outside of itself. This is exophoric indexicality (Scollon et al., 2003). Examples of exophoric indexicality are the exit sign and fire drill routes mentioned earlier, as well as school class period schedules, bus schedules, weekly menus, school calendars and other notices posted on the walls around the ESL classroom. The students’ drawings in the ESL classroom labeled as a “galley” or “hell” by the two boys were exophoric because they indexed the Grand Canyon, a region of the United States that was outside the ESL classroom in addition to the language event of reading, sharing and illustrating specific parts of the story. Another type of situatedness is seen through the use of text vectors. When we read signs, it is generally done from “the base of the text vector, that is the point where the reading starts, is located at the most salient point. These ‘salient points’ consist of doorways, corners of buildings [and rooms] . . . the

center of the road, the front of buses, trucks, [and classrooms]” (Scollon et al., 2003, p. 153). It is from the reading of the signs that meaning and interaction occur.

So far I have examined place semiotics in regard to the examination of code preference, inscription, and emplacement in order to show how we use place semiotics to understand items used in the ESL classroom. Next I examine the final component of place semiotics, discourse in time and space.

Discourse in Time and Space

Discourses in specific places shape and are influenced, by surroundings, as well as the interaction order that governs the people using those spaces at specific times (Scollon et al., 2003). The four factors in a geosemiotic analysis include

the social actor, i.e. the habitus of individual humans,
the interaction order in which they conduct their social lives,
visual semiotics, i.e. the discourses of images and texts which they encounter, and
the place semiotics in which all of this happens including all the other sign
equipment and their emplacement or location in time and space in the material
world (Scollon et al., 2003, p. 166)

An examination of how the spaces of the ESL classroom are organized in relationship to Goffman’s interaction order reveal intersections of multiple discourse to form *semiotic aggregates* or places where specific discourse is enacted at specific times. The mutual influence of discourses within a semiotic aggregate is known as “interdiscursive dialogicality” (Scollon et al., 2003, p. 167). For example, in a busy ESL class, the educational regulatory discourse of the ELLs and the teacher interacts with educational and first culture discourses as well as the discourse carried by the people who

pass by and into the ESL classroom through the texts and media being used in the classroom. Within the ESL classroom there are places and roles for ELLs and the teacher to enact as they communicate and as the ELLs learn English. Each type of social interaction has a preferred time and space in which to take place. While there is no designed space that is perfect for each and every interaction (Scollon et al., 2003), many teachers do try to provide different spaces in which students can use different learning strategies (Chacon, 2005).

There are five types of space designations: *exhibit or display spaces*, *passage spaces*, *special use space*, *secure space* and *backstage space* (Scollon et al., 2003). By labeling the different spaces within the ESL classroom, analysis of the interaction within these spaces becomes easier. For instance, in the exhibit or display space, where items are to be looked at, the teacher may place personal *markers* such as plants, books or bookcases, which can be used to set boundaries between spaces. These spaces are set aside and not open for the public to use, alter, or change (Scollon et al., 2003). People's actions in these spaces are viewed as encompassing either movement to another area or as spectatorship. For instance, in the passage spaces, students move between the rows of desks or between bookcases or other items in order to get from one area to another. In special use spaces, the cluster of chairs around a bigger chair may denote a reading area for young ELLs, or the chairs at a computer desk may designate the space with or without words as a computer research station. Students from many, but not all cultures understand what a desk is and many will associate specific behavior with that used at desks. Taking notes on paper, reading books, working on specific tasks during class are all, contextual and situated discourse expected in that time and place. Writing on the

desk itself, would be a transgressional act evidenced by transgressional semiotics. Secure spaces, are spaces like a student's desk with her name card marking her place, or lockers with locks for the ELLs. *Backstage* spaces include places for storage and record keeping such as file cabinets, closets and in some cases, areas partitioned off by the teacher's desk. What is important about this space is that people moving between *backstage* areas usually organize their personal fronts to perform appropriate social roles within that public space. If the teacher has partitioned off an area for her desk and bookshelves, then that is the area where she grades papers, writes lesson plans and possibly meets with students to go over their work.

Analysis within the Semiotic Aggregate

While taking into consideration all of these spaces within an ESL classroom, it is important to remember that the many discourses enacted in a single place create the semiotic aggregate, so that when all the parts are put together they can tell us what kind of interaction is unfolding in a particular place at a particular time. Within the semiotic aggregate, judgments can be made as to whether students are in *withs* or a *single*, as seen in their pose, their gaze, their movement and their conversation.

In one semiotic aggregate such as the ESL classroom, many discourses converge: (a) district policies; (b) interior design; (c) educational materials; (d) curriculum policies; (e) teacher; (f) ELL and subject related needs; (g) different cultural ways of communicating based on each student's past and home literacy and culture; and (h) literacy as evidenced in the books and use of text and labels throughout the room. Class time is impacted by other activities in the minds of all participants when they think of other classes, as well as other people. In this way, the semiotic aggregate of the ESL

classroom incorporates the nested and contested sites of the ELL and ESL teacher habitus (Bloome et al., 2005; Bourdieu, 2001; Donato, 2001; Gee, 2002; Lewis, 2001; McDaniel et al., 2006; Pierce, 2007; Thorne, 2001). This habitus creates a dynamic tension between the regulatory and commercial discourses in administrative and educational texts, visuals and materials used in the ESL classroom and the convergence of discourses within semiotic aggregates in the ESL classroom third culture depicted in Figure 3.

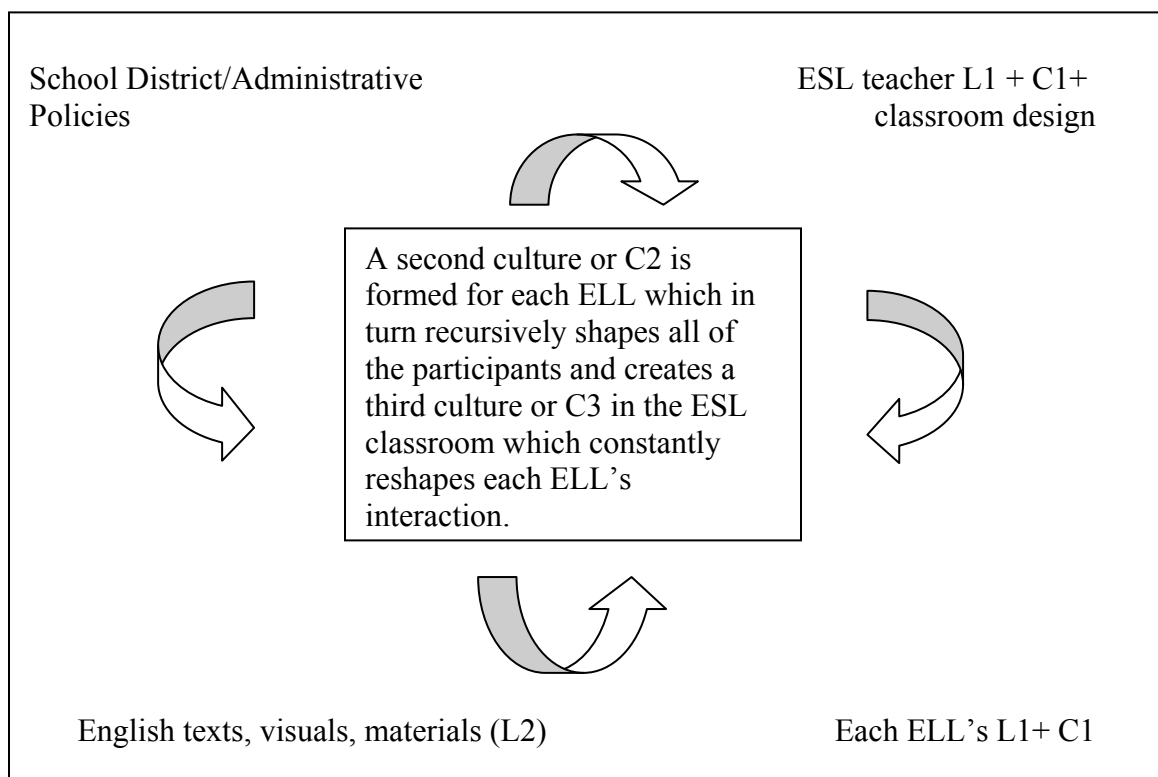


Figure 3. Semiotic aggregate of ESL classroom discourse.

Application of the Geosemiotic Analysis

Up to this point, the three parts of a geosemiotic analysis, the interaction order, visual semiotics, and place semiotics have been examined in order to provide a framework that allows the physical tracking and placing of individuals and their individual cultural and literacy practices within a semiotic aggregate to determine how

they are located in the physical world and how they interact. This geosemiotical analysis structures how I will study interaction in the ESL classroom and provide an answer to my first research question of how ESL teachers, ELLs and classroom designs co-construct the cultural and literacy practices in the ESL classroom. It is important to use ethnographic means to understand the meanings of these visual semiotic systems within specific communities of practice and to consider that these visual semiotics systems interact among subsystems, not as “grand, overarching semiotic systems” (Scollon et al., 2003, p. 160). The use of both exophoric and situated indexicality draws attention to the fact that social practices index more than what is seen in texts, they index people, their culture, and societal rules about semiotic placement and use (Scollon et al., 2003). From there the emphasis on situated discourse evident in semiotic aggregates (Scollon et al., 2003) establishes a way of examining how the place itself interacts with the various discourse to structure the habitus (Bourdieu, 2001). So far in this chapter I have laid out a way to examine interaction through the utilization and combining of seven aspects of Goffman’s Interaction Order (1971)—concepts of time, perceptual spaces, body gloss, marker use, embodiment, interaction units and activity involvement; four aspects of Kress and van Leeuwen’s Visual Semiotics (1996)—represented participants, modality, composition, and interactive participants depicted in the photographs and visual materials; as well as four aspects of Scollon and Scollon’s (2003) Place Semiotics—code preference, inscription, emplacement, and discourse in time and space. The 15 aspects of these three components provide a way to see how the interaction process of ESL teachers, ELLs and classroom designs both co-construct the cultural and literacy practices in the ESL classroom as well as what the consequence is of the interaction on L2 learning.

The next chapter lays out the methods to be used in this microethnographic geosemiotic analysis of the interaction between the ESL teacher, the ELLs, the items in the ESL classroom, and the classroom design itself. Along with the detailed analysis, there are steps to link the ELLs', the ESL teacher's and the participant observer's perceptions to visual data and the use of the geosemiotic framework, which enable closer examination of the interactions.

CHAPTER THREE

RESEARCH METHODS

In this chapter I examine the ESL classroom as a social/ecological totality so that I can apply qualitative methods applicable to a new theoretical paradigm. This new paradigm is an ecological paradigm that considers classroom space as shaping the discourse that takes place in it. After that I explain my qualitative research approach in this ecological paradigm, looking at my research questions and my research design. I look at my research design as case study method, which allows me to situate my two school districts in the study as two case studies dependent upon their distinct semiotic aggregates that are formed. From there I describe the two phases of my study and then establish my microethnographic and discourse analytic procedures. Data triangulation provides thick description in the final part of this chapter, laying the foundation for my geosemiotic analysis in subsequent chapters.

The ESL Classroom as a Social/Ecological Totality

As I stated above, this dissertation is a study of the ESL classroom as a social/ecological totality. For this study the term social/ecological totality means looking at how people interact with others in a specific environment, the ESL classroom. The ESL classroom or environment prescribes ways of being for the teacher and students by the manner in which the physical room and materials index social relationships within the room and the world. The ESL classroom is a space where interaction needs to be studied using methods appropriate to a new theoretical paradigm, an ecological paradigm. An ecological paradigm considers classroom space as more than just a container for interaction, but as a physical and psychological environment that shapes the discourse

embedded in it (Van Lier, 2000). Within the ESL classroom, I can then study the interaction between the participants in order to answer my research questions.

Research Questions

In Chapter 1, I stated that there is gap in ESL classroom research. None of the studies use an ecological paradigm to study the interaction between the ESL teacher, the ELLs and the classroom design. I use this ecological paradigm to present a framework for my geosemiotic analysis of the ESL classroom. For this study, I examine three ESL classes in two ESL classrooms to provide data to answer my two research questions: (a) how do the ESL teacher, the ELLs and the ESL classroom space co-construct the cultural practices of the ESL classroom; and (b) what is the consequence of the interaction of classroom space with teacher and student interaction in L2 learning?

In my first research question, cultural practices are the specific practices individuals have which are rooted in their familial cultures and the literacy practices that are undertaken in the ESL classroom to learn English (Gee, 2002; Pierce, 2007). This study is a qualitative study because I am examining a process—how co-construction of cultural practices takes place as well as how the interaction with the classroom space impacts the ESL teacher and L2 learning. Qualitative methods provide a way to understand the ESL classroom as a social/ecological totality that shapes interaction. Because I am studying particular classrooms at specific times with specific ELLs and ESL teachers, my qualitative methods are microethnographic. Microethnography focuses examination upon the specific interactions of specific participants over a period of time that provides data to analyze. In the next section of this chapter, I explain how case study method fits within my microethnographic study.

Research Design

My research design is case study method. Case study method takes qualitative research further than just asking how something happens. It determines how and why something occurs, describing what happens in the process. Case study is an “all encompassing method” (Yin, 2003, p. 14) that includes design, data collection and data analysis techniques. My first research question, determining how the ESL teacher, the ELLs and the ESL classroom space co-construct the cultural practices of the ESL classroom fits case study methods because it asks how something happens. My second research question fits case study method because it describes the consequence of the interaction of classroom space with teacher and student interaction in L2 learning. Case study method also enables multifaceted analysis (Yin, 2003, Eisenhart, 2002) in order for me to expand geosemiotic analysis theory to the study of ESL classrooms. I do this to show that a new theoretical paradigm is needed—an ecological paradigm that considers how the surroundings and signs found in the ESL classroom impact and interact recursively with the ESL teacher, the ELLs and their cultural and literacy practices.

The Two Cases

The two cases I present in my dissertation are the studies of two ESL classrooms in two school districts I visit over the course of a school year. I selected the two sites because they would have appropriate participants that “control outside variation and help define the limits for generalizing findings” (Eisenhart, 2002, p. 12). In each case I provide a systematic way of describing events, collecting data, analyzing the information and reporting the results. There were two phases to the study that explain how I organized what I did during the study.

Phase One

In the *initial phase* of the case study analysis, I interview school district administrators as to the district policy for allocation of resources in order to find out how they determine who gets what room and materials in each building in the district. Using a geosemiotic filter, this interview allows me to put into perspective the way in which the physical place and space of the ESL classroom is allocated. Foucault (1980) says that whoever makes decisions and however these decisions are made reveals who has power. The data from the interviews can show how ESL is positioned within the school district to reveal how school district policy influences the room size, materials available to the teacher and their attitude towards the ESL department. Interview questions for the administrators have been attached in Appendix A. I also include interviews with the ESL teachers to see how they design their classroom space. The interview questions for ESL teachers are in Appendix B. Initial interview questions for each of the ESL teachers involved in the case study look at the intent of the teacher to plan the classroom space according to what she hopes to do as she instructs ELLs (Maxwell, 2005). What a person intends can be seen by what she says she wants to do in an interview and is backed up by what her actions say in the specific contexts under surveillance (Emerson, Fretz and Shaw, 1995; Maxwell, 2005). From a geosemiotic perspective, this relates to the concept that “spaces serve to create and reproduce expectations for specific interactions and social relations” (Crang, 1998, p. 159). It is important to find out what the teacher hopes to do by her classroom design.

Phase Two

Phase two includes the ELL interviews and subsequent observations carried on over the course of the school year. Interview questions for ELLs are in Appendix C. At the end of the observation period I conducted end-of-the-year interviews with the ESL teacher and ELLs in each ESL class. These interviews determine if the ESL teacher and ELLs had anything new to add to their previous observations in the first interview and to member check their perceptions of the interaction in the photographs taken during the study. I asked the teacher and students the same questions I had asked at the beginning of the year to see if anyone would elaborate upon their previous answers.

Microethnographic Procedures

Microethnography is “the microscopic analysis of naturally occurring human activities and interactions” (Streeck et al., 2005, p. 381) that integrates methodological issues and procedures as well as theoretical constructs. This integration allows the researcher to reflect upon the theories and the action taken, and to make connections between them (Bloome et al., 2005). Methodology refers to the rational and philosophical assumptions and components of the geosemiotic theory I laid out in Chapter 2. Microethnography allows a dialectical relationship that enables me to move between existing theories on educational discourse that I outlined in Chapter 1, my choice of Scollon and Scollon’s geosemiotic analysis framework (2003) presented in Chapter 2, and the implicit theories embedded within the classroom events and jointly held by the ESL teachers and ELLs I observe (Bloome et al., 2005). In Chapter 1, I describe the need to use microethnography because it allows me to examine and describe the cultural practices within a specific classroom at a specific time (a school year) with specific

ELLs. Taking this idea of classroom context a step further, a sociocultural ethnographic approach to communication and literacy within the ESL classroom space connects language and culture, linguistic practices, their analysis and the work of teacher–researchers who look at their teaching from the inside (Bloome et al., 2005; Streeck et al., 2005; Baumann and Duffy–Hester, 2002). The use of microethnography to study culture enables researchers to consider culture and literacy as “observable practices learned and used within [specific] communities” (Florio–Ruane et al., 2002, p. 80).

Methods denote “techniques, tactics and strategies of data collection, analysis and reporting” (Bloome et al., 2005, p. xviii). A discourse analytic approach unites data collection, analysis, and interpretation by allowing that language and literacy learning are social processes (Bloome et al., 2005) open to the dialogic interaction of the participants shaping what is enacted (Bakhtin, 1982). I view what happens in the ESL classroom as dialogic interaction that supports the view of the teacher and ELLs as active agents (Bloome et al., 2005). Language and literacy also involve any use of language, spoken and written within sociocultural and sociocognitive processes and contexts.

Discourse analysis supports situated the literacy concepts and geosemiotic theory I laid out in Chapter 2. Discourse analysis integrates the concepts and the theory with collected data and then provides a way to analyze and interpret the results. This allows me to examine classroom interaction as cultural practice through microanalysis or close examination of specific conversation at a specific time and place (e.g. Tannen, 1993).

I chose geosemiotic theory (Scollon et al., 2003) over other theoretical approaches because the use of interaction order, visual semiotics and place semiotics gives me a theory that establishes a way to study ESL classroom discourse as a social and ecological

totality. Geosemiotic theory (Scollon et al., 2003) also establishes a methodological framework to use when collecting, organizing, and interpreting my data. Geosemiotic analysis framework enables me to present information that supports the need for a new ecological paradigm for examining classroom discourse. In the next section, I discuss how I move between the theoretical constructs I have established and the methodological issues and procedures as I consider the theories and the actions I observe as a participant observer.

Participant Observer

In this section, I reflect upon the ways in which I am both a participant and an observer in the classes used in my study. I am a participant because I participated in the actions in the classroom and because of the reflexive nature or relationship between the ESL teachers, ELLs and myself (i.e. they asked my opinion and invited me into conversations at various times). I am also a participant because of the role I create with the ESL teachers who are in the study as well. The fact that I have had previous contact with the ESL teachers helps create a social bond that is conducive to ethical open communication and observation. As an observer in a conducive environment, I am able to observe the teacher and the ELLs as they interact. On occasion the ESL teacher or ELLs can ask me to participate in class activities or the teacher can ask my opinion of an activity. In this way, my qualitative research opens up an opportunity for collaborative participation between the research participants to generate knowledge that is useful to the ESL teacher and myself (Maxwell, 2005). As a participant observer, I am able to record data as I visit the ESL classrooms. Table 1 shows how I incorporate the geosemiotic analysis framework into data collection.

Table 1

Rubric for a Geosemiotic Analysis

Geosemiotic Analysis Component	Descriptors
Interaction Order:	body gloss; embodiment; movement mapping; markers; personal fronts; civil inattention; monochronism/ polychronism; people processing and gatekeeping encounters; types of activity involvement; platform events; and <i>singles/withs</i> .
Visual Semiotics in materials, participant interaction photographs:	eye/body vectors; body movement; information and material modality; information salience and placement; material indexicality, inscription and information code preference.
Classroom design Place Semiotics:	discourse in time/space; code preference; inscription; emplacement; use of body, items, perceptual spaces and personal distance to create social performances and personal fronts; item indexicality; item placement issues.
Recurring Methodology themes:	field notes; interviews; journal writings; transcripts from audiotapes of classroom discourse; member checking of journal writing/photographs that tell how the participants, materials/place interact at each site.

As the rubric in Table 1 indicates, I can record emerging themes that reveal how the three factors of the geosemiotic analysis interact as a participant observer. With two visits per month, I had multiple opportunities to observe, photograph and record what I saw happening, and then member check my understandings with the participants as often as possible before continuing observing. These observations and understandings were recorded as themes and the recurring themes included in the final analysis written in Chapter 4 and in Chapter 5.

Participants

In this study the participants include the two school districts, the administrators at the schools, the ESL teachers, and the ELLs. The school districts' participation is limited to administrative permission to visit the principal for an interview, and visit the teacher and ELLs during the course of the study. School districts have policies as to who can come into different classrooms during the course of the school year. School district policy must allow participant observers to conduct research in order for me to come in and do my study. District administrators usually told me by email or telephone conversation if that district had such a policy or not.

The principal is the second person (after the superintendent or head of curriculum and instruction) within a school district that must sign-off, or give permission for the study to take place. I conducted email correspondence with the superintendent and then the principals prior to coming into the schools, providing answers to questions they had about what I would do in my research proposal. When they agreed to the study, they sent me a letter telling me I could begin the study and talk to the teachers and students. After that I went and talked to the teachers at each of the sites.

The third person within a school district to participate is the ESL teacher. The ESL teacher at Site A agreed to the study and described her ELLs to me in an email to make sure they fit the categories of students I needed for my study. The ESL teacher at Site B did likewise, describing the various classes she had and the ELLs in each class.

The relationship a researcher has with the participants in a study is important (Maxwell, 2005). The ESL teacher at Site A was someone I had worked with at workshops and conferences. The ESL teacher at Site B was a woman I had had in my ESL specialist certification classes taught at a local intermediate unit. Hence I was familiar with both of the teachers and their ideas about teaching ELLs. Halfway through the school year another teacher entered the study at Site B when she was brought in to teach the ELLs who started the study in the second ESL class at that site. This woman was another person I had taught in my ESL specialist certification classes. I was also familiar with her teaching ideas.

The ELLs chosen for the study were students from different countries in grades 10 through 12 at Site A and students from different countries in grades 7 through 9 at Site B. There were four ELLs in the class at Site A: two were seniors, one, a junior and one, a sophomore all at different English Proficiency levels. The seniors were at the Expanding or Advanced English Proficiency level. The junior and sophomore were at the Developing or Intermediate English Proficiency level. A brief explanation of each proficiency level is attached in Appendix D. These ELLs were from China, Thailand, Vietnam and Mexico. At Site B there were two classes of ELLs. The ELL population changed during the course of the year as students moved in and out of these classes. There were four ELLs in the first class: two eighth graders, one at the Beginning level of

English Proficiency and the other at the Developing or Intermediate level of English Proficiency; and two ninth graders, one at the Developing or Intermediate level of English Proficiency and the other ELL who joined the class later in the study, at the Expanding or Advanced level. The ELLs in this class were from Korea and Saudi Arabia. The second class at Site B started the year with four ELLs at the Developing or Intermediate English Proficiency level. These included two students in ninth grade, one in eighth grade and the other in seventh grade. Two months into the seven-month study, another ninth grader came to this second class at Site B. She was at the Beginning level of English Proficiency. Halfway through the school year two more girls joined this second class at Site B, one in ninth grade and the other in eighth grade. These two girls were at the Beginning level of English Proficiency. The last month-and-a-half another student moved into this second period class at Site B as well. He was a seventh grade ELL at the Developing level of English Proficiency. The ELLs in this expanding second class at Site B were from Korea, Taiwan, Ghana, Kuwait, and China. I describe all of the ELLs at Site A and Site B in more detail in Chapters 4 and Chapter 5 respectively.

Sites Described

My units of analysis in my case study are three different classes within two ESL classrooms in two different school districts. In order to include the two sites in my study I had to meet with the IRB board to explain my study, the participants and the procedures I would use for the study. Once IRB approval was given, I contacted administrators at the two sites that met the criteria set for my study. The principal for each district signed a site consent form, a copy of which is found in Appendix E. The teachers and students were given an informed consent form to sign as well. Parents and students as well as

teachers at both sites indicated the parents had enough English to understand the permission form. A copy of the teacher informed consent and student/parent informed consent form are in Appendix F and Appendix G respectively. After collecting the signed permissions, the case study began at the selected sites.

Site A was a suburban school district that included a town, some rural areas and suburbs outside of a large city. Site B was a school district that included a town with a university, and rural areas. There were three classes in the study, with a fourth one emerging due to changes in ELL population at Site B. Throughout the entire seven month study, I made sure to obtain signed consent forms from all participants as they entered a class. The classes in the study will be referenced by the appellation of Site A, Period 6; Site B, Period 7; and Site B, Period 8. The class at Site A was ninety minutes long since the school used block scheduling. Part of that time was lunch time, so I usually observed the students for 50—60 minutes each visit. In contrast the classes at site B were 43 minutes in length. Students whose parents did not give permission were not photographed nor included in the study. Thus the participants at each site included: (a) an administrator, (b) one or two ESL teacher(s), and (c) ELLs. The specific number of ESL teachers and ELLs varied and are enumerated at each site in more detail in Chapter Four and Chapter Five respectively.

Site Selection

The sites I selected were studied as cases using case study method because I examined how the cultural and literacy [practices were co-constructed by the participants and the classroom design, as well as the consequences of the interaction on L2 learning. During the summer of 2007, I tried to gain site approval from the superintendents of the

districts I hoped to observe. I found that during the summer it was difficult and time-consuming to try to contact administrators at various school districts. Within the first month of searching for school district sites, I discovered several disconcerting things. In two districts I found that while I may have found a teacher willing to participate in the study, the districts themselves had a policy that prohibited studying students. Discussion with several ESL teachers in western Pennsylvania by telephone at the beginning of the school year helped determine who was willing to participate in the study. After two summer months of phone tag and emails, I found two districts and ESL teachers who would allow the study and fit the criteria I needed for my study. One consideration that had to be faced was that, while I may have found a district and ESL teacher willing to participate, that school district might not have enough ELLs in the age and grade range I wanted for the study when school started. I had to wait until the actual school year had started to find out that they would indeed have students who met my criteria.

I looked at school districts with demographics similar to the school district in which I currently teach, so findings can help inform practices at my own school district. The school demographics include having a student population that is rural, small town and suburban with a small, but growing ELL population. The ELLs would come from a variety of cultures and have a variety of languages other than English as their first language. Before beginning the study it was necessary to ascertain if: (a) the school district is willing for the teacher and students to participate in the study; (b) a district administrator is willing to answer the survey questions on room and material allocation; (c) the ESL classroom is multilevel that is, having more than one grade and more than one English proficiency level as described by the Pennsylvania Department of Education,

2005 Basic Education Circulars (Pennsylvania Department of Education, 2005); (d) the ESL classroom is multicultural, having more than one culture with its varied attitudes, beliefs, values and language (DeCapua et al., 2004); (e) the ESL teacher is willing and able to keep a journal of her story of the interaction that takes place within the room, to say how she feels the room impacts what happens in the classroom and how she perceives it to happen; (f) the ESL teacher is willing to meet and discuss her journal through emails, or in face-to-face, or telephone conversations, in order to help the observer reconstruct her perspective as it unfolds (Maxwell, 2005); (g) the ESL teacher is willing to let her students keep journals and be interviewed in the same manner as she is interviewed; (h) the ELLs and their parents are willing for the students to participate in the study and sign permission for this participation; and (i) the ELLs and ESL teacher are willing to let me observe their interaction and take photographs of them in action with the objects and each other in the ESL classroom for the geosemiotic analysis (Kyvig and Marty, 2000; Scollon et al., 2003).

Data Collection

Data collection was comprised of data from participants' journal writings, my field notes, transcripts of audio recordings of classroom conversation as well as of initial and follow-up interviews of each participant; and photographs of the teacher and ELLs within the ESL classroom setting over a seven month period with two visits per month. Even though some students were moved out of the Site A class, I was able to see the two participants who were not in the Site A period six class for the final member checking and data collection visits. As more students were added to Site B they formed a new class Mondays through Thursdays. I visited that class two times and the new teacher that

was added to the original class three times in the course of the study. This added more depth and additional perceptions to the study. Adding the visits when the new teacher taught in the other ESL teacher's classroom showed the limits of class design for a new teacher teaching in a room that is not her own. At each site I collected a variety of data. All collected data was member checked with the specific participant involved to assure researcher understanding and accuracy regarding what had been written, said, and enacted in the ESL classrooms (Streeck et al., 2005). The long-term observations of specific events and inclusion of data from journals, interviews, and photographs combine to provide rich data that enable a detailed multifaceted analysis of what is happening (Maxwell, 2005; Emerson, et al., 1995). In the next section, I describe how I gathered data in journals.

Journals

Throughout the study, the ESL teacher in each ESL classroom kept a journal of her observations and perceptions of what was done in the ESL classroom. She would note her reactions, thoughts, and perceptions about the activities, the use of materials and interactions that took place in the ESL classroom. I collected the journals each month on one of my visits if the teacher had written anything new. On my next visit, I member checked my understanding of what had been written with the teacher. I did the same with the ELLs and their journals.

Throughout the study, the ELLs wrote weekly in a journal I gave them. They recorded their perceptions of self, their cultural practices, and the room and material use within it. Adjustments to the oral interview were made for the ELL's English proficiency level, with students drawing pictures of the activity, and their feelings with happy, sad,

indifferent, scared, angry faces depicted, as needed. A journal writing activity model was provided in each journal with a date, a drawing of the activity and a face along with a typed request of what students may write about in their journal. This is attached in Appendix H.

I combined information from the ESL teacher's and the ELLs' written journal entries with ongoing interviews with the teacher and ELLs about the journal writing and the photographs I had taken of the interaction order and visual semiotics. This data facilitates an in-depth multilayered perspective for the first part of the co-construction of classroom space trilogy.

Interviews

The initial ELL interviews served as a basis for comparison between the students' initial perceptions and their ongoing writing in their journals to show how the interaction process with other ELLs, the teacher, the room and materials in it, evolves over time. Tape recorded/written survey interviews with district administrators determined how space is allocated for the ESL classroom within the district in order to understand how an ESL classroom is situated. Comparing the responses in this interview with those of the ESL teacher in that district reveals if there is any cause and effect between the district decisions as to allocation of teacher space and resources and teacher planning of the classroom design.

A comparison of the interview data with the unfolding participant observations field notes shows what happens within the ESL classroom design established by the teacher. This comparison of data provides validity and a context to what is both said by the interviewees and the observer (Emerson et al., 1995; Maxwell, 2005; Rubin et al.,

2005). This further strengthens the geosemiotic analysis by providing multiple ways of inspecting the interaction order, the visual semiotics and the place semiotics through different types of data.

Simultaneous examination of the ELLs and their perspectives of the classroom space through initial interviews of the ELLs at the beginning of the study depict how they view their classroom, encouraging the ELLs to be active participants in their surroundings to empower them and to give them a voice in the co-construction process (Bloome et al., 2005; Hornberger and Skilton-Sylvester, 2003). The ELLs' English proficiency level, as told by the ESL teacher from district/state assessments (PDE, 2005), prescribed the interview question format. Audio recording the interviews along with notations of the context in which the ELLs respond, corroborate what the ELLs' mean in their answers to questions (Rubin et al., 2005; Street, 2003). At the second meeting of each month interviews with participants about their journals, took place, so that I could member check understanding of what was written and why it was written. The member checking checklist is in Appendix I. Because students did not always have anything written by my second visit, I was not always able to follow up and member check the first visit of each month. Instead I member checked as soon as possible after reading new journal entries.

Photographs

Photographs of the ESL classroom document how the ELLs use each of the areas and items through mapping of the movement of the ESL teacher and the ELLs and their use of materials within the classroom (Danesi, 1993; Kress et al., 1996; Kyvig et al., 2000; Scollon et al., 2003). I took numerous photographs each time I visited a site. The

photographs were coded by the site's name, A or B, the period number and then the date and number in the day's sequence. I tried to capture the peak moment of interaction (Kress et al., 1996) but many times I captured only part of the moment as I noticed what was happening between ELLs or with the ELLs and the teacher or with materials. Photograph participant commentary was not always possible every month, so I did that in more detail at the end of the study, and recorded their comments to compare with my own observations written in field notes at the time I took the picture. I noted these peak moments in my field notes and later in my analysis, realizing how much the observer's personal distance and point of view impacts the visual arrangement in the photograph. I also tried to take photographs whenever possible from side, and back angles so that student faces were not identifiable. At the same time, teachers said I could use their faces for frontal shots. Those photographs that needed frontal shots with ELLs were digitally effaced through embossment and/or inversion of the elements in the photograph in order to meet the anonymity that was agreed upon in their consent forms.

Observations

Observation “provides a direct and powerful way of learning [the ESL teacher's and ELLs'] behavior in the context in which this occurs” (Maxwell, 2005, p. 94). While the immediate result of any observation is description, it also enabled inferences about the ESL teacher and the ELLs' perspectives of what happened and greater depth of understanding about the actual performances enacted in the ESL classroom. During my observations, I took field notes and photographs of interaction between ELLs and the ESL teacher and between ELLs and each other during my twice-a-month visits. For my observations, I usually sat at a desk near the participants but not beside them so that I

could watch them from a distance or I could move around to take the photographs without disrupting the actual activities. I also audiotaped ELLs' and the ESL teacher's conversations when I visited. The conversations were transcribed and coded according to the geosemiotic analysis framework I established. My long-term participant observation thus afforded me with more complete data about the specific situations and events in the ESL classrooms and better understanding about what took place.

Transcript Conventions

When coding the excerpts of transcripts throughout each case study, *xxx* denotes unintelligible words on the audiotapes. Turns are numbered sequentially. For each date I observed, the transcripts are also coded with a capital alphabetical letter for the site, the class period number and then the numbered turns. If something is spoken by more than one person the turns are coded by number and a, b. If something other than talk is described, such as actions, it is in parentheses (). The transcripts for interviews, journals and participant commentary of photographs are presented in the same manner as the transcripts for the audio recorded participant observations. The transcripts are in Appendices K through W.

So far I have shown the multifaceted data collection contained in this study. I use multiple sources of data collection in order to generate an interpretation of what I saw others do, what they wrote about, and what they said in the ESL classroom. This multifaceted approach also allows me to view interaction in context.

Timeline of Methods and Procedures

In this section, I describe the timeline for my study. From June through August, 2007 I searched for sites and obtained letters of approval for the study to be held at

specific schools within selected school districts that met my criteria. In September 2007, these steps were followed in setting up the study:

1. ESL teacher permission was asked, with a full explanation of the process involved in the study and the duties of the teacher for the study.
2. Once permission was granted by the teacher, then the process was described to the students, explaining what will be required of them: their journaling and the interviews for member checking the data which unfolds throughout the participant observations.
3. ELLs were asked to sign a consent form that explained their participation in the study. The student took the paper home and after the parent had read the form, they returned the form, signed or not, in order for the study to begin. The form could be translated into their home language if needed. I had copies ready but was informed by students and the teachers that they were not needed as parents had enough English to understand.

In October 2007, once all parties had given permission, the study began with me visiting the specific ESL classroom twice each month during the designated class time, as chosen by the ESL teacher and myself. During the initial visit, after the permission slips were signed, I interviewed participants and re-explained the journaling procedure the students would do. Journals were given out. Member checking and photograph participant commentary was done the second meeting of each month if students had written in their journals. In November and December 2007, I was finally able to interview the principal at each site in order to determine how room allotment, and materials are allocated for the ESL teacher and ESL program.

For November 2007 through March 2008, participant observations, photographing of participants interacting in specific areas with specific materials and the ESL teacher were recorded and member checked for understanding of what the participants perceive as happening and their photograph participant commentary. Field notes and audio recording of the interviews continued.

Because of the need for in-depth participant commentary about the photographs with the increased number of participants and because of time restraints within each district in the spring, I started member checking and obtaining the commentaries in the interviews with participants earlier in March than I had originally planned. In April I visited each of the sites one more time to re-ask the same questions from the initial interview and to finish member checking any information that had emerged throughout the study. Then we had our pizza party and tokens of appreciation were distributed to the participants during the last visit. In all, I visited the sites the number of times I had predicted (two per month from October through April to equal 13–14 visits at each site), with minor exceptions due to bad weather and school cancellations, which are noted in the study.

Discourse Analytic Procedures

The discourse analytic procedures I use in my study integrate a geosemiotic framework with case study methods such as multifaceted data collection over a seven-month period of time. I have laid out my geosemiotic framework to include interaction order (Goffman, 1971), visual semiotics (Kress et al., 1996), and place semiotics (Scollon et al., 2003), which can be depicted in a semiotic aggregate of the ESL classroom. I analyze discourse in transcripts of audiotaped conversation to show interaction patterns

between ELLs and between ELLs and the ESL teacher as well as to show interaction with ELLs, the ESL teacher and the materials in a specific place at specific times. I also analyze journal writings of ELLs and the ESL teacher to show their own perceptions of themselves, their interaction with others, their activities, and their material use, as well as photographs taken of ELL interaction with the ESL teacher and with other ELLs and their materials. Table 2 embeds my data within a geosemiotic framework. The duplicate use of several facets of data collection (for instance, taking photographs, interviewing the ESL teacher and interviewing ELLs) shows how many perspectives can be understood and presented through this analysis.

Table 2

Discourse Analysis Data within a Geosemiotic Framework

<u>Geosemiotic Component</u>	<u>Discourse Analysis Data</u>
Interaction Order	Transcripts of audio taped conversations; Photographs of ELLs with ELLs, with ESL teacher, with materials or alone; Teacher journal comments about interaction; ELL journal comments about interaction, perceptions; ESL teacher and ELL interviews about interaction
Visual Semiotics	Photographs of textbooks, computers, other materials; Photographs of ESL teacher's and/or ELLs' interactions; Teacher and ELL journals; ESL teacher, ELL Interviews
Place Semiotics	Transcripts of audio taped conversations; Photographs of ELLs and ESL teacher in specific places; Interviews with Administrators, ESL teacher, ELLs.

Multifaceted Data Analysis

I utilized a multifaceted data analysis that synthesizes data through a variety of perspectives from the many different participants in the ESL classrooms (Maxwell, 2005; Rubin et al., 2005), as well as many different layers of information to support the statements made throughout the study (Bloome et al., 2005; Emerson et al., 1995; Maxwell, 2005; Rubin et al., 2005). Student and teacher comments about what they saw in the photographs I had taken were compared with the actual photographs and field notes for emerging themes coded later for the study. The interaction fields in my study examine the actors, their interaction with each other and space, through the three parts of geosemiotic framework (Scollon et al., 2003): the interaction order, visual semiotics and place semiotics. I have created the ESL classroom semiotic aggregate or semiotic systems as space where multiple discourses are enacted. I have taken the discourses and categorized them by data type and placed them within the three parts of the geosemiotic framework to show how I take the data and analyze it. For my study, I incorporate data from the interaction fields of the ESL classroom semiotic aggregate or set of semiotic systems shown in Figure 4 with arrows depicting the direction of the interaction order, in order to show how the geosemiotic analysis is applied to each area.

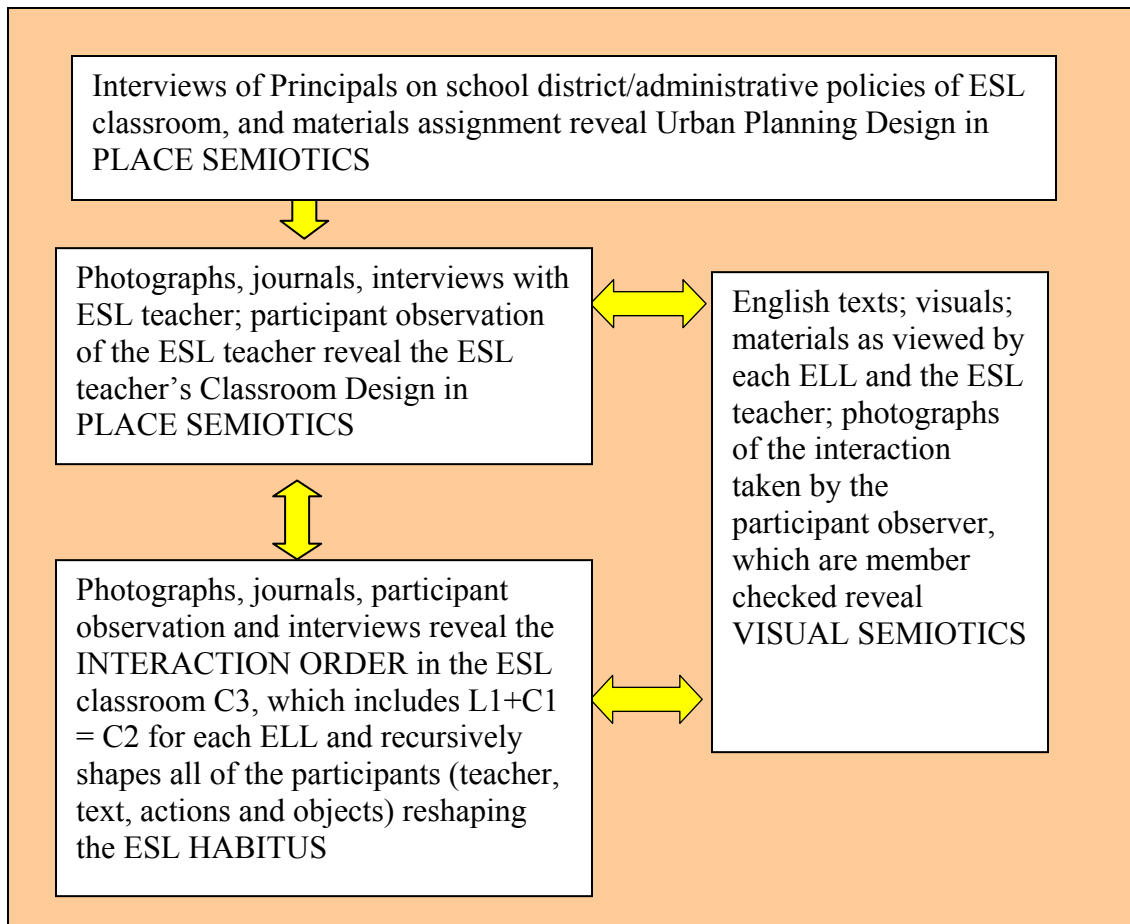


Figure 4. Semiotic aggregate of ESL classroom interaction fields of analysis.

Thick Description

My data gives me the ability to provide thick description of the interaction order, visual semiotics and place semiotics as told by the ELLs through their writings, the photographs and their discussions of the photographs taken of the interaction order. This is added to the ESL teacher perceptions and observer's field notes to form the second part of the trilogy of the co-construction of classroom space between ESL teachers, ELLs, and classroom designs.

The participant's observations of the interactions between the ELLs, the ESL teacher, the room and materials as recorded from the interviews, journals, follow-up interviews, photograph participant commentary, member checking checklist, field notes

and photographs, are combined (Maxwell, 2005) to allow me to provide thick description (Geertz, 1973) of the interaction that is taking place. A Participant Observation checklist is found in Appendix J. Therefore, a semiotic analysis of the items and use of space as noted in the photographs, follow-up interviews, photograph participant commentaries, and member checking process reveals how placement and use of the items impact the cultural practices within the ESL classroom (Scollon et al. 2003) that have been predetermined by the district. This analysis forms the basis of the third part of the co-construction of space trilogy, showing how the interaction order (Bloome et al., 2005; Goffman, 1971), visual semiotics (Kress et al., 1996), and semiotics of place (Scollon et al., 2003), interact with ESL teachers, ELLs, and the classroom itself to shape the cultural and literacy practices in the ESL classroom. In the next chapter, the data is analyzed and presented in the three part trilogy that has been outlined earlier: that of (a) the ESL teachers' intent and perceptions about the classroom design and ongoing interactions that are enabled through the ESL classroom design (place semiotics), (b) the teacher's and the ELLs' perceptions about the classroom design as seen through visual semiotics and the ongoing interactions they have with materials, each other, and the ESL teacher (interaction order); as well as (c) the way the photographs of the classroom and material interactions with ELLs and the teacher relate to the ELLs' and ESL teacher's stories (visual semiotics).

CHAPTER FOUR

SITE A GEOSEMIOTIC ANALYSIS

So far, I have established the need for an ecological paradigm that uses a geosemiotic analysis framework that shows how to incorporate the interaction order, visual semiotics and place semiotics into my data collection methods. I do this so that I can show how the ESL teacher, the ELLs and the ESL classroom space co-construct the cultural practices of the ESL classroom and to show what the consequence of the interaction of classroom space with the ESL teacher and ELLs has on L2 learning. In this chapter, I present and describe the context of Site A and Site B before going into greater detail presenting and analyzing the data from Site A. I separate the two sites in order to show how each site is a case study that evolved in different ways through the course of the school year. Like so many things about the classroom, enrollment is not static throughout a school year; hence there were changes to each class in the study as the year progressed. For this reason as I examine each site, I do so progressively using my data from observations, photographs and journal entries in chronological order to analyze the discourse that occurred as they unfolded in time in specific places. It is in this way that the stories emerge in the geosemiotic analysis. At the first site, Site A, I describe and code it as period 6. At the second site, Site B, there are 2 classes so they are referred to as period 7 and period 8. I expand my analysis from Chapter 4 to Site B, period 7, period 8 in Chapter 5.

Terms Used in the Analysis

At each site I examine the semiotic aggregate (Scollon et al., 2003) created within photographs, and supported by transcripts of interviews and conversations, member

checking comments of photographs, my observations, and what the participants have written in their journals to better understand the interaction within the ESL classroom. I use examples of Goffman's interaction order (1971) including body gloss of ELLs and the ESL teacher, and point out examples of embodiment, how and what markers are used, as well as how personal fronts and circles of self are created and maintained in conversation and action. I also map movement of ELLs and the teacher during a class period, look at how civil inattention takes place, when and what happens to create monochronism or polychronism for the ESL teacher and ELLs, and examine who does people processing or gatekeeping during a class period. I note what the activity involvement is and the creation and development of the platform events, as well as the creation and maintenance of *singles* and *withs* in each ESL classroom. Examination of all of these examples provides in-depth analysis of the interaction order, the first part of my geosemiotic framework.

At the same time, examples of visual semiotics (Kress et al., 1996, Scollon et al., 2003) at each site are evident in photographs. These photographs show the eye and body vectors of the ELLs and the ESL teacher, the modality of materials used in the classroom, as well as the placement of information and framing of information and activities that take place. I look at the choices of code preference in writing, and inscription in journals and on the walls of the classroom as well as the salience of materials and information on the walls to all participants. By examining these visual representations of items, I can better understand how the teacher and ELLs use images to engage in learning in the ESL classroom (Scollon et al, 2003).

The examples of place semiotics (Scollon et al., 2003) at each site include pointing out the discourse in specific places that are enacted by the participants because of the specific placement and location of themselves, the materials used, and the design of the room for such activities. I show how ELLs and the teacher use specific items for the creation of personal fronts for social performances or platform events, as I look at item and word indexicality and emplacement issues. As each site is presented, these three areas of a geosemiotic analysis—interaction order, visual semiotics, and place semiotics—lay the framework for understanding how ESL teachers, ELLs and the room designs interact and shape the cultural and literacy practices there. I have used the initials or names the participants used in the study in the transcript excerpts.

Context of Site A and Site B

Site A uses block scheduling with one-and-a-half hour classes. At the end of the first semester, some ELLs left the class due to scheduling changes. The period 6 class started the year with four students. Two of these ELLs left the class at the change of the semester, with one of the two coming in to visit the first part of her lunch time whenever I visited so that she could continue in the study, and the other ELL returning at the end of the year for final member checking and our party. This period 6 class had a structure that evolved throughout the year, dependent upon Ms. K's, the ESL teacher's, perception of the use of space and her role as a teacher to the ELLs and their needs. The ELLs were high school students—two exchange students and two immigrants. In the study the ELLs are called Yo, Tu, Lu and JD. Lu, a senior, emigrated from China; Yo, a senior, is an exchange student from Thailand; Tu, a junior, is an exchange student from Vietnam; and JD, a sophomore, came from Mexico.

I say a few words about Site B here so that the reader understands why I have separated both sites for the geosemiotic analysis. Site B was at a Junior High School with regular classes that were 43 minutes in length. The ELLs at this site were younger than at Site A, being in seventh through ninth grade. The two classes I observed had more student movement in and out of the class throughout the year than at Site A. Ms. M, the ESL teacher at the site, had a lot of flexibility to move students from one class to another in order to fit both the students' and her needs for instruction. Period 7 had the smallest amount of change in enrollment of all three classes in this study. The ELLs in this class included HL, Jim and MJ with Fred joining later in the school year. HL is an eighth grade ELL from Korea; Jim is a ninth grader from Saudi Arabia; MJ is an eighth grader from Korea; and Fred, the ELL who came into the class later, was a ninth grade boy from Korea. Period 8 had more ELLs and grew the second half of the year so that it had to be split into two partial classes four days a week, bringing in another ESL teacher for the original ELLs in the study, Ms. S who agreed to participate in the study. The ELLs in period 8 at the beginning of the year included Em, a ninth grade girl from China; Ty, a seventh grade boy from Taiwan; D, an eighth grade boy from Ghana; and S, a ninth grade boy from Kuwait. RS was another ninth grade girl from China who joined the class in the second month of the study. She was in the period 7 and period 8 classes for a while, then just in period 8 and then out of the class and in Ms. M's morning classes in February and March. She did come back into the study for member checking in period 8 the last month of the study. Chinese girls, Katie and Sam, came the fifth month of the seven-month study and finally Draco, Em's brother, came the last month-and-a-half of the study. I include all of these ELLs because of their impact on the class and their

willingness to participate in the study. Another ELL, RS, was in both the seventh and the eighth period class for a short time, then moved to just the eighth period class for part of the study, and then finally at the end of the year to another class that was not in the study.

Table 3 shows the study participation.

Table 3

Site Participants' Attendance

<u>Participants</u>	<u>Oct.</u>	<u>Nov.</u>	<u>Dec.</u>	<u>Jan.</u>	<u>Feb.</u>	<u>Mar.</u>	<u>Apr.</u>
Site A Period 6							
Ms. K	x	x	x	x	x	x	x
Tu, Lu, JD	x	x	x	x	x	x	x
Yo	x	x	x	x			x
Site B Period 7							
Ms. M	x	x	x	x	x	x	x
HL, Jim, MJ	x	x	x	x	x	x	x
RS			x	x			
Fred				x	x	x	x
Site B Period 8							
Ms. M	x	x	x	x	x	x	x
Em, Ty, D, S	x	x	x	x	x	x	x
RS		x	x	x			x
Ms. S				x	x	x	x
Katie, Sam				x	x	x	x
Draco						x	x

I go into greater detail about the context of Site B periods 7 and period 8 in Chapter 5. At each site, I discuss the urban planning design (Scollon et al., 2003) or how ESL classroom space and materials are allocated through analysis of data collected from an interview with the district administrator. Data from interviews with the ESL teachers at each site establishes the ESL teacher's classroom design. I present the data and analysis from these interviews first because within a school district the formation of classes can be both political and contested (Crang, 1998, Bourdieu, 2001) holding meaning for the participants and administration that can differ widely throughout the year. The interviews with administrators help establish how the classrooms, the materials, and staff are selected. This in turn helps build an understanding of the choices teachers make in their classroom design (Scollon et al., 2003) and material use. After this is laid out, I then examine each site for the interaction order, visual semiotics and place semiotics I observed.

As I stated earlier, in order to examine the classroom as a space and place with the myriad crossings of cultures and literacy practices, I must understand the decisions that have been made to designate where and what space is used for the ESL classroom. The urban planning design (Scollon et al., 2003) encompasses the decisions by which school district administrators designate classrooms to ESL teachers and they in turn allocate the space and materials or items in the classroom. This allocation of space reveals the social positioning and power relationship that exists at the sites I am examining and facilitates an understanding of the actions that teachers take and the decisions they make in their classroom design and how they see themselves in the classroom (Bloome et al., 2005). I interview the administrator or principal in each building to find out how the space and

place is allocated. I discuss the urban plan of Site A and Site B then go into greater detail of the geosemiotic analysis of Site A in this chapter then do the same for Site B in Chapter 5.

Site A Urban Plan

In an interview a month into the study, KW, the principal at the high school explained that the district follows special education regulations to determine the number of square feet for the number of students in classrooms. KW added that all teachers have equal access to student computers, a television, AV or technical equipment, and their own laptop. The building principal looks at the size of the staff per building and the number of ELLs, in conjunction with central office staff. At Site A, they usually have five to six ELLs in the Senior High. In addition, the principal looks at teacher certification and space and each building's needs each year in order to determine where an ESL teacher is placed. Ms. K has French certification as well, so she can also teach French at the Senior High. Because of all this, Ms. K has also had the same room for some years now. Books, paper, pencils, and other supplies are determined by each department at the secondary level and by grade level at the elementary level. Enrollment figures and teacher numbers per department also figure into how much is allocated to each group to draw from when ordering. At Site A, the ESL department is part of the World Languages Department so Ms. K orders material through this department. KW concludes,

It is the size and space/room availability which dictate what type of room the ESL teacher has. I feel the ESL teacher needs her own space, because what she does is more specialized. So right now we dedicate a small room for her with no other teacher using it the rest of the day. If she'd need a bigger room we'd need

to see where we could find a room. Ms. K is the guru, and she is good at what she does (K.Wills, personal communication, November 9, 2007).

The principal's comment that Ms. K is the guru supports what Crang (1998) and Bourdieu (2001) say about the power constructs evident in places and spaces.

Ms. K did not spend all day in the one room allocated for ESL instruction. She taught one French class and traveled to another classroom to teach this class since she needed a bigger room for a class with more students. The remaining time during the day she had homeroom, which is a time for students to come in, hear announcements and register their attendance, as well as a preparation class and two ESL classes per semester. The classes were long ones with block scheduling.

In regard to the urban plan at this district, the interview shows that while Ms. K may have a smaller room than a regular classroom, she has a degree of power because, as the principal stated, she is recognized as the guru or specialist and given the supplies and space she needs without sharing it with another teacher. Ms. K mentions and the principal agrees that she has been teaching ESL for many years, along with French. This recognition of her ability and the resulting power structure creates an urban planning design and classroom design that is different from Site B, as I shall explain next.

Site B Urban Plan

In an interview two months into the study, I met with the new principal at the junior high at Site B, asking him the same questions I had asked the principal at Site A. This was his first year as principal at this school in this district. My first question, "Does your district have a written policy for allocation of space and resources within the district?" yielded a similar response to the one I received at Site A. CS noted, "Yes,

especially since we have the special education regulations telling us how much cubic feet per student we need. This comes from the state” (C. Schultz, personal communication December 3, 2007). The interview transcript for Site B 12.03.07 is in Appendix K. Site B has a higher number of ELLs than Site A and the number at this site grew from 18 to 21 later in the year. Since the allocation of resources is predicated upon student numbers, having an increase in students will help Ms. M order more of her supplies through the English Department for next year, but means that this year she may have fewer supplies than she needs if she gets more ELLs in her classes than she had last year when she ordered materials for this year.

Just like Site A, the principal is the person at Site B who decides where the ESL teacher is placed. CS was new, so he did not make any changes, and placed Ms. M in the same room as the year before. Ms. M explained that she was given the ESL room used by the previous ESL teacher when she retired and Ms. M took her place. At Site B the district has a total of 3 ESL teachers, with Ms. M the one with the most seniority. At Site A, Ms. K has seniority within the district because the district only has one ESL teacher hired by the district, and she is that person. At other buildings at Site A, the ELLs are taught by ESL teachers hired through the local intermediate unit which provides specialized services for districts where the school district is located.

Ms. M told me later she had been an elementary teacher in the district before going back for her ESL specialist certificate. In fact, she was in some of the classes I taught for the state ESL certification. After completing the classes, Ms. M then became one of the first teachers hired by the district to teach ESL, giving her some seniority to choose what site she would like to teach at when the positions became open. Hence she

moved from elementary ESL to secondary ESL when another ESL teacher retired the year before the study.

Ms. K's recognition as the guru and needing a separate space to specialize her instruction helps Ms. K keep her classroom from year to year. The fact she has been teaching ESL for many years at that site, also helps strengthen that relationship. Small numbers of ELLs at Site A mean Ms. K will continue to have her small room. Being able to teach French as needed means she stays in one building full-time. At Site B, Ms. M has seniority within her department, but she still travels between two buildings to teach. Her room is small like Ms. K's, but may be used by other teachers. This classroom use by another teacher becomes evident as I examine the interaction in the study. While both rooms are small and both teachers have laptops, the similarities end there. Ms. K's room has a large panel of windows along the outside wall, while Ms. M's class is an inside room without windows.

In this study, I next examine the semiotic aggregates or set of semiotic systems depicted in participant commentaries of photographs, in transcripts of conversation and in journals to show the interaction order, visual semiotics and place semiotics of each site. I do this to answer my research questions: (a) How do the ESL teacher, the ELLs and the classroom space co-construct (build upon and recursively shape) the cultural and literacy practices of the classroom; and (b) what is the consequence of the interaction (as seen in participation in talking, acting, or performing with text, others and literacy practices separately or together) of classroom space with teacher and student interaction in L2 learning?

My geosemiotic analysis helps explain the cultural and literacy practices I observed and how the classroom design influences teacher instruction, student learning and the regulation of the routes and crossings of people and culture (Crang, 1998) within each semiotic aggregate depicted in photographs. I have broken the study analysis down by months to show the different geosemiotic component themes as they were enacted and revealed through the discourse in specific places and through time in order to best tell the ESL classroom interaction trilogy.

Site A ESL Teacher's Classroom Design

At the beginning of the study I asked Ms. K some questions about her classroom design. She chose to answer them in conversation at the beginning of the year and in her journal, which she kept for me throughout the year. In a conversation prior to meeting her students, Ms. K answered some of my original questions telling me she looks at her students and their needs and then tries to use the materials she has to meet their needs. She described her room as small, stating that she has a homeroom so she needs to have more desks in the room than she needs for her ESL students. She explains

There is not much I can do since I have to have the 14 or so desks I have, in the room for homeroom. I try to leave a pathway down the middle for student movement. I think of myself as a mother figure; to help the students, many of whom are new to the district and country, feel comfortable, to reduce their affective filter so they are not so stressed by all the changes they face so they can learn. I try to meet each of their needs. Since I am fortunate to have small classes, and a lot of different materials, I can do that (J. Kitty, personal communication, October 10, 2007).

In her journal, dated November 15, 2007 Ms. K continued answering my question, saying

The room doesn't have a lot of space to change things around, but I do the best I can. When I come into my classroom each morning, I realize that I have one of the best equipped classrooms in the world. For my students I have three e-Mac desktop computers with a great variety of practical software applications installed. We also have a TV, an overhead projector and screen, a portable TV with VCR player, and two telephones connected to the same extension. We also have voice recording capability with a tape recorder and a laser printer for the computers. If I had to choose which of these items of technology is used most and is the most valuable to us, I would say the computers, and in particular the use of Google Images. Whenever a student asks what a certain word means, I just type it into the Google search box and we receive many examples. The students also use their textbooks for learning, but on a different level than native speakers. The English learners do not have the endurance and stamina to read every word in the text, as their content area teacher might assign. Instead I direct my students to pay special attention to the illustrations and their captions, to timelines and other graphs and even Internet links. I have several drawers of short novels and stories and a full drawer of various levels of English dictionaries. In addition we have a dictionary for the language of each student, unless the student has his/her own electronic pocket dictionary. In fact, most of my students in recent years have had the electronic version. We do not generally use the chalkboard because of allergies to chalk dust. Our school is considering changing all the boards to white boards, and some even to "smart boards" to use for Power Point, etc. I have the

smart board application on my laptop and my school district has trained me on how to use it effectively (J. Kitty, personal communication, November 15, 2007). Since Ms. K has had the same room for many years she has done some things on her own to enhance the effectiveness of her room. She adds, “In fact I even did some wiring of my own so that I can have two phones on the same extension to listen in on conversations my students must make for their family. Sometimes I need to help them explain something to another person on the phone or explain what they have heard on the phone to them later” (J. Kitty, personal communication, November 16, 2007). The premise of having many materials to meet the ELLs’ needs will be supported in the conversations, photographs, journals and member checking comments the participants make in this study. The comments Ms. K makes in her journal and in person, about her room and material use show her classroom design, how she allocates materials, establishes areas of her room for specific purposes, and promotes her own circle of self through the use of materials others may see or use.

Examining Site A Discourse in Time and Space

Site A October and November

Situated Semiotic Aggregates

Remembering that discourse in time and space has four factors in a geosemiotic analysis, I examine the way in which the *visual semiotics* and *place semiotics* of the ESL classroom situate the *interaction order* and the *habitus of the participants* in the ESL classroom. These multiple interactions in a specific place form the semiotic aggregates I now examine. Table 4 shows the discourse in time in space of Site A through out the seven-month study.

Table 4

Site A Discourse in Time and Space

<u>Time</u>	<u>Participants' Habitus, Interaction Order, Visual Semiotics, Place Semiotics</u>
October/	
November	Situated Semiotic Aggregates, Emplacement, Body Gloss, Activity Involvement
December/	
January	Marker Use and Personal Front Development, Information Modality, Platform Events, Movement Mapping
February/	
<u>March</u>	<u>People Processing and Gatekeeping Encounters</u>

In October and November the codes of spatial and temporal compositions seen in my data and photographs show how situated the semiotic aggregates are. As I look at data and photographs from my observations, I see how the urban plan which Ms. K explained earlier, has guided her classroom design, and how the use of her desk and a table as central markers and as boundary markers of her personal space, have created a frontstage for her to enact her role as provider of information, mother figure and source of knowledge. Thus Ms. K's role can be seen as personification of power as a caring relationship (Bloome et al., 2005). The books in the bookcases behind her in the exhibit space and the artifacts above and behind her, help her present her circle of self and promote her personal front to the students, as a caring teacher. Figure 5 illustrates how Ms. K uses the computers in the special use space in her room. I examine Figure 5 as a semiotic aggregate of the room. In the bottom right margin or area of the picture

designated with real, new information (Kress et al., 1996) you see the tape recorder I used recording conversation I had just had with Tu before I moved it closer to Ms. K's desk which is frontstage.



Figure 5. Photograph 10.07.07.

The focal point in Figure 5 as a visual semiotic, shows the girls, Tu and JD, working at the computer and the other girl Lu working with Ms. K at Ms. K's desk. The fourth student is Yo, reading something at his desk a distance away from the others. This distance away from others is a key factor in my analysis of his interaction patterns. But first, I examine Figure 5 for the interaction patterns that emerge through students' and teacher's participant commentary.

Participant commentary of Figure 5

JD: I am at the computer, maybe Yahoo, checking emails, looking for my essay for my debate.

Yo: I sat at same table to do homework; I'm comfortable doing work. It's still cold in this room every day.

Tu: I'm at computer. I like doing it. Can work on something; find people use a special program to help me.

Lu: I was stressing.

Ms. K: I'm helping students with a test. I make sure they understand it correctly.

Ms. K's comment underscores how she views herself, and enacts her personal front in this class. Her eye vector and tilted head looking up at Lu shows she cares and is listening to what the girl says. Since it is fall, and Lu is a senior, she is very concerned about her essays for her college applications and has many questions for Ms K, hence her comment, "I was stressing". The dominant activity in this picture is Ms. K helping Lu, with Tu and JD working at computers and Yo at his desk as subordinate activities. Yo is from Thailand, and the fact that in October he thinks it is so cold in the room shows his perception of the classroom at a thermal level (Hall, 1969).

Ms. K's personal front can also be seen in the way she uses her desk to create or mark a work area for herself and another ELL, as an area that is the dominant area in the room. If an ELL has questions, he or she goes over to her desk and waits for Ms. K to help. Tu comments on this type of movement as she member checks Figure 6.

The set of semiotic systems depicted in Figure 6 shows Ms. K's desk and the computers as once again the focal point for the dominant activity. Her bookcases behind her contain many books, including the dictionaries she mentioned earlier in her journal, as well as books for every subject the students may take at the Senior High. Ms. K's work with Tu creates a *with* that is the focal point and dominant activity in Figure 6. The artifacts above the bookcases and computers also help to provide a personal front for Ms. K that encourages students to feel she cares for them and their cultures. The comments ELLs make of Figure 6 show the service encounters taking place at Ms. K's desk. It is situated semiotics, which show perceptions of the activity.



Figure 6. Photograph 10.07.07.

Participant commentary of Figure 6

Tu: I'm asking Ms. K about homework or something I don't understand. I go to Ms. K at her desk. I like doing this.

Ms. K: I'm looking at a student's paper and answering questions.

JD: At the third computer or my desk, is where I work.

The students wrote in their journals one time between my October visits and my November visits. Tu re-iterates what she said about her activity in Figure 6 about going to Ms. K if she has a problem. Yo chooses to note an activity he did during the time I was not there to observe, which shows how he views Ms. K as a resource to help him read and understand material from another class. These two students' comments about how they work with Ms. K when they need assistance support Ms. K's vision of herself as a mother figure, who helps the students, thus her room design promotes interaction in line with her view of herself, and the students' subsequent interaction and comments about it corroborate what she thinks.

At the same time, Lu wrote about how she uses the computer to help her fill out applications for school and to do calculus homework afterwards. She measures her time going from one task to another, showing a monochronic use of time (Scollon et al., 2003)

in the ESL classroom. In her journal, Lu describes her activity as a *single*, but as can be seen in photographs from when I visited and observed, specifically Figure 5, she does go to Ms. K for advice about her applications when she gets stressed.

In November, I was able to visit the site two times. The first time that month, Yo had gone home sick and JD did not come to school. I talked with Tu about what she does in the ESL classroom while Lu and Ms. K sat at two computers and worked on Lu's understanding of the college applications she wants to fill out and send to different universities. Tu used her translator sometimes to search for words she did not understand both when she talked to me and later when she worked alone. Lu used the computer to fill out application forms that were printed from the Internet. The transcript of my conversation with Tu is shown in Appendix L. Tu describes how she uses materials and Ms. K as resources to help her do her work and understand English as well as how she moves around the room. Tu clearly is comfortable working as a *single* reading and doing homework, learning new words with the help of her electronic translator as well as working as a *with* when she needs help by asking Ms. K for information in turns 4 and 18 of the transcript. Her conversation also maps out her movement in the classroom, moving from her desk to Ms. K for help, or to the computers for information or to communicate with others. Her preference is clearly to accomplish work in the room, as she states in turn 8, putting reading above communicating with other students in the class, as well.

Lu also, shows she can work by herself to do homework, but when she is filling out the applications for different universities, she is unsure and constantly needs to ask Ms. K questions, monopolizing her attention and making demands for her to be sure to be

in school to help her. This is seen in Transcript 11.05.07 A6.1–A6.2 of her conversation with Ms. K during the class, especially when she finds out that Ms. K has a conference to go to the next day. Her dependence on Ms. K supports Ms. K’s idea that she is a resource to help the students with their work.

Transcript 11.05.07A6.1–A6.2 and Transcript 11.05.07A6.4–A6.9 repeat the message.

A6.1–Lu: Ms. K you canna go to your meeting tomorrow. Xxx

A6.2–Lu: Ms. K you canna go anywhere tomorrow. Xxx

Transcript 11.05.07 A6.4–A6.9

A6.4–Lu: Ms. K you canna go anywhere again tomorrow.

A6.5–Ms. K: It’s the same place as Mrs. P is going.

A6.6–Me: Yeah.

A6.7–Lu: Why you have to go?

A6.8–Ms. K: It’s something that teachers have to go to, with different classes, all day classes. Xxx sometimes twice a month.

A6.9–Lu: Only 20 days you should go every month you need to go..xx

Later in the class, Ms. K is explaining how she is busy helping the students do their work for other classes, so they can do well and Lu interrupts her again with her admonition not to go, clearly emphasizing her understanding of Ms. K as a resource to help her understand what to do.

Transcript 11.05.07A6.24–A6.36

A6.24–Ms. K: So they have been going crazy in other classes, not my class because, but I help them go crazy with finishing up

their work in other classes so they can get it in for their grade.

A6.25–Lu: Ms. K you canna go anywhere tomorrow. (Ms. K chuckles.) Xxx

A6.26–Lu: Ms. K you canna go anywhere tomorrow. Xxx

A6.27–Lu: I went to the hospital.

A6.28–Ms. K: You went by yourself? Xxx

A6.29–Lu: (She changes the topic and ignores Ms. K’s question.) Ms. K why do you have to go tomorrow?

A6.30–Ms. K: I have to go tomorrow and the next day, and two days in April.

A6.31–Lu: “WHY (loudly)

A6.32–Ms. K: I have to go all four days.

A6.33–Lu: But you have a students, xxx do you ever think of them?

A6.34–Ms. K: It’s required by the Department of Education in Pennsylvania.

A6.35–Lu: How can they be so stupid?

A6.36–Ms. K: They want ESL teachers to go to it. Xxx Are you just going to work on the applications now?

Lu’s preoccupation with Ms. K and her need for Ms. K to help her makes her comment so strongly and question “why” loudly throughout the class time she is with Ms. K and working on her application. Later in the class, she brings up the issue again in turn A6.98, despite Ms. K’s attempts to guide Lu to concentrate on her application. Several

times within the conversation, Ms. K tries to steer Lu back to her task, but Lu continues to ask Ms. K questions, as seen in Transcript 11.05.07 A6.92–A6.105. This forces Ms. K into polychronism, doing two different tasks at the same time (Scollon et al., 2003), answering questions about why she has to go to a conference and guiding Lu as she fills out her application.

Transcript 11.05.07 A6.92–A6.105.

A6.92–Ms. K: Ok, and the University of Pennsylvania would be perfect for you.

A6.93–Lu: Hmmmm. I never going to able to send everything tonight.

A6.94–Ms. K: Ok, which means that you probably need to learn more about the University of Pennsylvania, cause you just can't say it's a nice school and I really like it so I want to go there. You have to find out something about it that is perfect for you.

A6.95–Lu: It's a crazy day for me today.

A6.96–Ms. K: What?

A6.97–Lu: It's a crazy day for me today. (She pauses for a few minutes, thinking.)

A6.98–Lu: So you need to go to the classes all the time? The rest of your life?

A6.99–Ms. K: Which classes?

A6.100–Lu: The ESL classes.

A6.101–Ms. K: Yes, probably. I've been going for 10 years or five or eight

but yes because things change every year we have to learn something new. Did you see these other ...wait . . .

A6.102–Lu: (interrupting Ms. K’s explanation). Do other teachers got to go too?

A6.103–Ms. K: Do you only have to do one of these essays? Yes most ESL teachers have to...

A6.104–Lu: No, no, like other teachers, like the English teacher.

A6.105–Ms. K: No, nope, just ESL teachers. (She looks down at the papers in her hand and the websites that Lu has opened.) So it says essay 5A and 6. So here is 5 A, ok, and six are required for, wait 5A and 6 are for freshmen. That’s all you need to know. So 6, for this one you get to choose your intellectual abilities and your sense of imagination and creativity are important. With this in mind please respond to one of the following three prompts on a separate piece of paper. One page, that means you’re going to write about 250 words. Ok? Did you notice what they are? Do you understand what this is all about? It says: You have just completed your 300–page autobiography.

Lu continues to focus on Ms. K’s not being there the next day throughout the class as she works with Ms. K. Finally, Ms. K gives her a way to contact her with her essay information the next day, stressing that Lu needs to continue working so she will have

something to send to her. This seems to help Lu feel better and she continues to work until the end of the class.

Figure 7 shows Ms. K working with Lu at the computer that day while Tu works at another computer. Ms. K's proximity to Lu is a relationship marker which helped foster Lu's ability to interact with Ms. K as a *with* and continue to argue her case for Ms. K to not go to the conference the next day.



Figure 7. Photograph 11.05.07.

Using visual semiotics to examine the activity involvement in the ESL classroom that day, the central image or focal point in Figure 7 is working at the computers. Tu's body language is a vector, which shows her leaning into her computer, looking at something on the screen. Because she is standing and not sitting, it creates an impression of movement, she is leaning into the computer, and then turns and moves away from the computer or to another activity. Lu and Ms. K are looking at something, in this case, one of her applications for college on the computer. Personal distance between Ms. K and Lu is close, helping to create the impression of a *with* between the two, marking the frontstage and dominant activity of the class, to work on the computers. While Tu is working as a *single*, her ecological proximity to the pair makes it easy for her to join in or ask Ms. K for help should she have a question. Interviewing participants about what they

see in the photograph supports my own observations that day. Lu did not comment on this photograph but the other two participants did.

Participant Commentary of Figure 7

Tu: I'm at computer. I wonder why I not sit. . . maybe checking something maybe copying something from internet. I do this a lot from Internet at home with Vietnamese.

Ms. K: I'm helping them locate something on the Internet.

In her journal for November 15, 2007, Tu wrote about her time with me on November 5, 2007 and the different activities she did in the class, showing she has many different roles as a *single* and as a *with* with Ms. K as she makes meaning of text within the classroom and as she reacts to her environment. Thus we see that Ms. K's classroom design and placement of materials in her ESL classroom have supported her idea of herself and maintained her personal front to the students allowing students to work as *singles* and *withs* according to their needs.

Journal Notes 11.15.07

Tu: When I was studying in ESL classes Mrs. P come. That class she asked me something so I said with her what I did and though[t]. Before she come, I did my homework and I used the computer and read book. Sometime I asked Ms. K some question.

Another way Ms. K promotes her personal front and classroom design is through the use of plants on her windowsill, which is part of her exhibit or display space. In the beginning of October there were only two plants on the windowsill, but by November there were many more plants on the windowsill that went across the width of the

classroom near Ms. K's desk and bookcases. It isn't until my January 9, 2007 visit that Ms. K explains how the idea of decorating her room with plants started. In November, however, Tu and Ms. K do talk about the plants in their participant commentary of Figure 8.



Figure 8. Photograph 11.05.07.

The semiotic aggregate of Figure 8 shows the focal point is the row of plants in the lower area of the picture. According to Scollon and Scollon (2003) and Kress and van Leeuwen (1996) this is the area of real information, in a picture that in this instance combines the given and new sectors of the visual. The plants rest in their pots in bags that were used to transport them. Participant commentary of the visual provides information about Tu's understanding of visual perceptual spaces within the classroom, and Ms. K's reason for including the plants in her classroom design and as part of her personal front.

Participant commentary of Figure 8

Tu: I like flowers, plants, have plants near computer at my home here too.

Ms. K: We have a gorgeous view from the room of fall leaves, which has been cut back now, and my own plants. I keep them in the room September and take out in June and set on my own front stoop.

Emplacement

The way in which Ms. K has designed her classroom, also impacts the students and their perceptions of emplacement or the positioning and placement of materials or items used in the classroom. Yo wrote in his journal on November 14, 2007 and described how he used materials and where he worked. He also mentioned he goes to Ms. K with questions.

Journal Notes 11.14.07

Yo Today I used a pencil, a ruler and papers to work with my Vietnam War Timeline. My work is interesting 'cause I interested about Vietnam War before. I sit on a chair in the middle of the room. I asked Ms. K sometimes if I need help.

Yo is comfortable working as a *single*, going to Ms. K for help, and working as a *with*, in these service encounters when he needs help. Keeping in mind that Ms. K's desk and bookcases and computers are frontstage, in Ms. K's urban plan, Yo's distance from Ms. K and the frontstage is usually greater than the girls' distance from Ms. K. Thus, his movement includes going from offstage to frontstage for help. His distance is evident in Figure 5. Figure 9 shows Ms. K sitting in her chair looking over at the students.

This semiotic aggregate in Figure 9 shows Ms. K in the center, surrounded by her markers that help her present her personal front—the books in the bookcases, the US flag, the artwork and memorabilia from former ESL students high up on the bookcases behind her and the computer nearby, for easy access. The materials and their placement fulfill Ms. K's circle of self through embodiment of what she presents and uses as her personal front (Goffman, 1971, Scollon et al, 2003). Her body language shows she is leaning

forward, intently watching and listening to her students, posed ready to move to help them or call them over to her desk if needed. In fact she sees something Lu is doing and asks her a question so that Lu invites her to sit beside her. As a result, Ms. K moved closer to the computers to help her right after this picture was taken as seen in Figure 10. Participant commentary of Figure 9 provides interesting insight into the ELLs' perception of the classroom's organization, which supports Ms. K's design plan, yet Tu's comment contrasts with Ms. K's own personal observations of the photograph of materials in the room.



Figure 9. Photograph 11.16.07.

Participant commentary of Figure 9

Lu: I don't like working on this application.

Yo: I like the room set up, all work here and if we do not understand we sit here (by her seat) and she talk with us.

Tu: It is organized, easy to find something, if you need it, it is there. So many books, I like it.

Ms. K: I'm talking, watching students across the room. I have too much stuff. I wish it was better organized.

Figure 10 shows Lu's still working with the application process but getting sidetracked with the overlaid inscription of the You Tube Site, so Ms. K works with her.



Figure 10. Photograph 11.16.07.

The semiotic aggregate of Figure 10 is narrative; it shows Ms. K looking at Lu who is looking at her computer screen with its application information and a You Tube page inscribed on top of it. Lu, while saying she is stressed about the application process will take time out and go on other sites, like You Tube for information and entertainment. Ms. K uses the You Tube site as a gatekeeping activity (Goffman, 1971) to get Lu back on track with her application work, as seen in the following transcript.

Transcript 11.16.07 B6.8–B6.14

B6.8–Ms. K: Are you watching the Grinch? Do you know Grinch?

B6.9–Lu: Can you sit here....

B6.10–Ms. K: Do you know the Grinch?

B6.11–Lu: Grinch?

B6.12–Ms. K: That's the Grinch. (pointing to a picture on the website)

xxx

B6.13–Ms. K: (She moves over and sits down.) First of all I don't think

we've xxx. I don't think that we've thought of something that is sooo . . . striking and stunning and so unusual that they will be impressed with it. Xxx

B6.14–Lu: Mhmm.

At this time in the conversation, Ms. K and Lu work as a *with*, as seen in both the photograph in Figure 10 and Transcript 11.16.07 B6.8–B6.14 of conversation between the two. Sometimes in conversation, the participants move and enact a role to demonstrate meaning in their conversation. This is an example of body gloss, which is highlighted in the next illustration.

Body Gloss

Later in the conversation the same day, Ms. K and Lu discuss the photograph Lu needs to send in with her application. Lu's and Ms. K's conversation and body gloss are described in another section of the transcript from that day. The interaction is interesting because it shows the comfort level Lu has with Ms. K, who has been her ESL teacher since she first came to the United States when she was in ninth grade. Lu also is comfortable with me in the exchange as I interpret what she is trying to say to Ms. K. Transcript 11.16.07 B6.67–B6.93.

B6.67–Lu: xxx I need another picture.

B6.68–Ms. K: You're cute.

B6.69–Lu: (giggles)

B6.70–Ms. K: It's not like you have two extra heads.

B6.71–Lu: Doesn't matter if you are cute or not. They just want to see what reecee you are very good.

B6.72–Ms. K: What, what?

B6.73–Lu: They want to see your recees.

B6.74–Ms. K: Your what?

B6.75–Lu: Your reece, raeece.

B6.76–Me: Race.

B6.77–Ms. K: Race?

B6.78–Lu: Mhmm.

B6.79–Me: But you told them you are Chinese didn't you?

B6.80–Lu: Yes but if you want to speak English you have got to write.

B6.81–Ms. K: No, this is what I think you're going to put.

B6.82–Lu: Mhmm.

B6.83–Ms. K: I think they are looking to see how you have your hair. . .

B6.84–Lu: Mmm.

B6.85–Ms. K: If you are trying to be glamorous.

B6.86–Lu: Mhmm.

B6.87–Ms. K: You know what glamorous is?

B6.88–Lu: Mhmmm.

B6.89–Ms. K: Like what you have your hair like, or if you're just simple and Satisfied with just being a nice, simple person.

B6.90–Lu: Mhmm. So which way you like... (She lifts her long hair up and holds it to different sides, and then above her head in glamour poses. Yo watches her when she plays with her

hair. He checks the clock and then continues working at his desk.)

B6.91–Ms. K: I liked your hair better last year.

B6.92–Lu: Re–ally?

B6.93–Ms. K: Yes, because I think it was more long, and natural. I don't think you look as natural this year. (Lu giggles) Don't, don't, I, I'm not trying to hurt your feelings but I don't think, you're not natural this year.

In this interaction, Lu plays with her hair; pulling it up and striking a glamour pose which gets Yo's attention. Yo shows his attention to time (monochronism) and his task at hand by checking the clock and continuing his work. Ms. K continues to clarify Lu's comment about the universities needing a picture to determine her race later in class, as seen in Transcript B6.113–B6.116, striking a pose like Lu has done, to emphasize her point. These body glosses were not recorded on camera, because of their fleeting nature and unexpectedness. They were noted in my observations, however and added to the transcripts where I saw them. The body gloss examples reveal another part of Ms. K's and Lu's personal front, indexing personal familiarity and respect for each other, which has grown over time (Scollon et al., 2003).

Transcript 11.16.07 B6.113–B6.116

B6.113–Ms. K: The color of your skin. I think they're trying to find out more about your personality.

B6.114–Lu: From the picture?

B6.115–Me: Uhhuh.

B6.116–Ms. K: From the picture. Just like the way you like (strikes a glamour pose) like that, like a glamour picture, or if you are smiling just like a friendly person. You can tell your personality sometimes in a picture. And if you have a lot of make-up they may think you are not very natural, what is she trying to look like, a movie star . . .

Here Ms. K demonstrates embodied or visible to others body gloss to support her comments and to get Lu's attention. She mimics what Lu had done earlier so Lu has context to understand the point she wants to make. In the next section of this chapter, I point out how these factors affect the activity involvement of the participants' interactions in ways that socially prescribe their role to others.

Activity Involvement

In the example I illustrated earlier with Ms. K's and Lu's body gloss, all of this activity takes place frontstage, at the computers, where Lu has been sitting and where Ms. K had joined her, as shown in Figure 10. Another thing I note is that so far, the classroom design allows Ms. K to work one on one with students, but that rarely do the students interact with each other. Ms. K is mostly working with Lu when I have come to observe. In Lu's journal written later in the month, she refers to Ms. K as sitting on the chair as if that is an important place, a place of power and the students are the supplicants for information. Lu also includes me the reader, in a *with*, by her supplication in parentheses not to tell Ms. K about her checking her email.

Journal notes 11.21.07

Lu: I walked in the room. Ms. K was sitting on the chair. I opened my bio notes book, asked her some biochemistry roots, then I checked my email by computer (Don't tell Ms. K). For the last half hour I did my calculus homework.

This pattern of interaction as *withs* between ELLs and Ms. K is evident even in the rare instance when I observe Ms. K work with Yo in a conversational encounter later in the class and Lu tries to interrupt with her think alouds as she tries to write an essay for her application, in Transcript 11.16.07 B6.461–B6.473.

Transcript 11.16.07 B6.461–B6.473

B6.461–Ms. K: Tell me about Greensburg. (Yo has come back into the room from lunch and she talks to him.)

B6.462–Yo: I, ahhhh, today activity.

B6.463–Ms. K: Today, right, a lot of people come.

B6.464–Lu: 2007, 2039, hahah. 2039 when I was 50? What's that?

B6.465–Me: From how far away? (This was asked of Ms. K and Yo in relation to their conversation.)

B6.466–Ms. K: Just the people.

B6.467–Lu: Ok, the date is September 17, 2039.

B6.468–Yo: I think twenty people. I will make party for them.

B6.469–Me: What are you making?

B6.470–Lu: Fifty, fifty, haha. (She turns to the person next to her) Don't laugh, I'm writing now.

- B6.471–Ms. K: Do the other teachers know you are going to be away?
- B6.472–Yo: Excuse me? Xxx. I miss wrestling two days, but my coach he wants me to go on Saturday. I can not. I am sad.
- B6.473–Lu: Fifty birthday. Ok, I’m doing this, ok. Hmmm. Ok. I can open my door, no, ooh, eeewwww.

In this exchange, Ms. K initiates the conversation with Yo urging him to tell her about Greensburg. Lu ignores them as she works at the computer.

Later in the month Lu wrote about what she did in the class, showing she has become more aware of the other students in the ESL class and that she definitely likes to interact as a *with*, whether it is with Ms. K or one of the other ELLs in the class.

Journal notes 11.29.07

Lu: Came back from Economics class. I just did a chapter exam. I was glad about I can handle economy by myself now. I could not do government very well. In ESL class I uploaded my picture and sent my U of Penn application. Then just hanging around, see if Yo was sleeping. Oh, I talked something about TOEFL experience with Tu.

Lu continues to show how she uses the materials in the class in her journal writing the next day, describing how she went on the Internet to try to find some SAT problems and conceptions that would help her. But, it didn’t help her she adds. This pattern of going to the computer and working continues the next month, December, when I visit the site.

So far in the examination of discourse in time and space I have shown examples of how the ESL teacher and ELLs use items or markers to build their personal front, examining emplacement and body gloss issues. I have shown data to support Ms. K’s

use of markers and materials to strengthen her personal front. Data also depicts how the ESL teacher and the ELLs move in order to do literacy and cultural practices, as seen when Lu tries to fill out applications for college on the computer with Ms. K, and Tu, JD, and Yo seek advice from Ms. K at her desk. Yo uses social distance to create his personal front as one who is self-reliant and capable. He also shows how important awareness of the thermal perceptual space is as he comments on the temperature in the ESL classroom. The ELLs and Ms. K use body gloss to convey different feelings and understanding of what they say and do as they index social relationships. All of these examples show how culture in the ESL classroom is embedded in every day activities of the ESL classroom in spatially and temporally defined ways. There is a negotiation of meaning between the ELLs and the ESL teacher that builds cultural practices within the ESL classroom. As the year progressed my geosemiotic analysis deepens as I look at how the participants interact in a variety of ways over time.

Site A December and January

I had trouble with my tape recorder in December. The first time was when Lu covered over my tape recorder with her books without me realizing and her books blocked the recording. The second time my tape recorder would not work I used Ms. K's tape recorder instead. Unfortunately, it too did not work, so I took pictures and notes of the photographs I had taken and did the Participant commentary of the photographs. The photographs and notes that I took of my observations, allowed me to continue to watch the development of personal fronts of the ELLs and the ESL teacher in the ESL classroom. Even though I have mentioned personal fronts earlier, the interaction process

strengthens the perceptions others have of these personal fronts, which are created by marker use and action, over time. I discuss this in the next section.

Marker Use and Personal Front Development

In December, Lu's personal front is strengthened when she positions herself near the computer. Her personal front has been successfully presented to others in the class when JD refers to her as the computer queen in her participant commentary of Figure 11, which shows Yo at the computers. JD and I were discussing what the computers could be used for and she mentioned Lu would know.



Figure 11. Photo 12.14.07.

As a semiotic aggregate, Figure 11 shows Tu sitting beside Ms. K's desk listening, in the margin that shows real or given information of the picture, and Yo leaning back, hand at the base of his neck as he looks at something on the computer screen close to frontstage. The focal point is Yo at one of the three computers which are all on. The artifacts from other ELLs Ms. K has had rest on the top two shelves, and two red storage containers sit above the computers. To the right of Yo is a cart with an overhead projector on it that is covered up to denote its denied inscription. As a sign, the covered up overhead is layered inscription to show the non-use of the item at a specific time. In January when I visit and the overhead is used, it is not covered up. Also

in the photograph is a telephone on a far cabinet, the second phone in the room that Ms. K lets students use and listens in on to help their communication, when needed.

Participant commentary of Figure 11 shows transgressive semiotics for JD who associates Lu, not Yo with computer use. Other participant comments show situated semiotics of the visual depiction of Yo's computer use and Tu sitting by Ms. K's desk.

Participant commentary of Figure 11

JD: Lu knows how the computers is used. She is the Computer Queen.

Yo: I'm at the computer, checking email, some research.

Ms. K: I'm with Tu. Students use computers for productive academic use. I got computers with Title III money. My kids in homeroom are not allowed to use the computers, just ESL students.

Tu: I study with Ms. K, ask Ms. K something. Ms. K help me.

Lu: Looking at the decorations, they make me feel warmer, familiar. Students gave to Ms. K. I love the room.

In Figure 12, JD is using the phone to call home and participant commentary reveals the story behind its use in the classroom design Ms. K had described to me in November when I asked her about the phone. My tape recorder did not record conversation at this visit, but my participant observer notes and participant commentary of the photographs corroborate what has happened in the photograph. In my notes, Ms. K re-explains her rationale for having two phones.

Participant commentary Figure 12

JD: I called home to tell my mother my sister was acting up. It is nice to have the phone in the room, otherwise we have to use the pay phone in the hall by the office and get special permission to use it.

Ms. K: JD is talking to her mom, I have a telephone in the closet and took it and put in a splitter so I can hear, for teaching English. If they call a bank, or something for their family, I usually talk and tell the person the student is on the phone. I consider it a teaching tool.



Figure 12. Photograph 12.14.07.

The semiotic aggregate presented in Figure 12 shows JD talking on the phone as the central focus. There are no other people in the photograph but the phone indexes the outside world, which in this instance is JD's home in her conversation with her mother. Yo's books are marking his place at the desk farthest from Ms. K's desk. He went to get his lunch in the beginning of the class, since it is a longer class to allow for lunch periods as well as the block scheduling. As I mentioned earlier in this chapter, Yo's positioning of himself at the farthest point from Ms. K's desk strengthens his personal front as being more independent, although he does admit he goes to Ms. K when he needs help or uses the computer when he is done for emails or for research. Most of the time, when I was

observing the class, however, he read at this desk. Participant commentary of Figure 12, as noted earlier does support Ms. K's idea of herself, her personal front and classroom design (Scollon et al., 2003). On the door and wall beside the door are two posters from a travel company that are exophoric indexes referring to the outside world and opportunities to travel to foreign places. The pictures of activities and places may provide ideas for conversation or just ideas for opportunities for travel around the world, according to Ms. K (J. Kitty, personal communication Dec. 14, 2007).

Another example of the extension of Ms. K's personal front through the use of her many resources is seen in Figure 13 when Ms. K gives Tu a card to use as a thank you to a student teacher Tu thinks has helped her a lot and will be leaving. The semiotic aggregate of Figure 13 shows the package of cards at the center or focal point of the interaction in the photograph. It is interesting that when Tu asked if Ms. K had any materials she could use to make a card, Ms. K's quick response was she was sure she had something somewhere. Then Ms. K swiveled around in her chair and searched various drawers until she found the cards. In the photograph she is still seated, but reaching out with the package to give it to Tu. Ms. K's eye vectors are looking up at Tu as she is taking the package. Behind Ms. K you can see the many books, specifically a history book behind her right shoulder. She uses this book a lot with JD.



Figure 13. Photograph 12.14.07.

In preparation for writing on the card, Tu looks up information about the teacher on her schedule, while JD writes down some information or expressions a person might use to say thank you. This is evident in Figure 14.



Figure 14. Photograph 12.14.07.

The semiotic aggregate of Figure 14 shows Tu's schedule seen as a white paper in her binder in the photograph as the focal point, containing important information indexing the classes outside the ESL classroom. Yo is still at lunch, but JD maintains her personal front as the classroom helper as she helps Tu when she leans over her desk to write down some expressions a student might use to say thank you for your help.

Participant commentary of Figure 14 shows how Tu perceives she and JD are working as a *with*.

Participant commentary of Figure 14

Tu: I'm getting something, and paper to write on. JD help me.

As can be seen in Figure 14 and other photographs JD is comfortable now with the other ELLs and helps them whenever she can. While her English proficiency is lower than Lu's she does seize moments throughout the classes to become a helper, whenever she feels she knows something that can make her a "language broker" (Moll, 1992 as cited in Klinger et al., 2000, p. 92).

A closer examination of the chalkboard, seen in Figure 14 and in the next photographs, help to frame a better understanding of the ELLS and the teacher's perception of the modality of information contained within the walls of the room. This examination also reveals how the information is used in interaction and the cultural practices within this ESL classroom.

Information Modality

In Chapter 2, I described modality as linguistically pertaining to the way in which materials make statements of credibility or show truth values in the world (Kress et al., 1996). Scollon and Scollon (2003) take this idea of modality further to mean that materials and signs carry coding representations that impact how others view a visual. In this ESL classroom, the visuals depicted on the walls on bulletin boards and the chalkboard create different meanings for each individual in the room and may impact how they perform or interact with each other at different times. On the far right in Figure 14, the chalkboard is not inscribed, in keeping with Ms. K's dislike of using chalk on the chalkboard. In this ESL classroom, Ms. K has posted many different things on the bulletin boards as well as the chalkboard. I took a photograph of these items or signs and asked the students if they referenced them in any way. Figure 15 shows the bulletin board.



Figure 15. Photograph 12.14.07.

The semiotic aggregate of Figure 15 read from the top left across, and down, shows the school district schedule of sports events, homeroom rules, an evacuation plan, 911 emergency plans, health care information, state ESL proficiency standards, yearly school photo information, school layout, and emergency numbers to call. The information had high salience and modality to Ms. K as evidenced in the member checking of this photograph. Participant commentary of Figure 15 provided some interesting replies from the students. The red background of the bulletin board has a high color modality in western culture, but as the ELLs show, this does not catch their attention. As the year continues more information may be added or layered onto the bulletin board, showing the importance of material through the aspect of time in regard to the depth of layering that is on the board. With more layers, the most current information is on the top layer, and older information is on the bottom or lower layers as denoted inscription.

Participant commentary of Figure 15

JD: I don't really look at the bulletin board. I don't really use it.

Lu: I don't look at the bulletin boards.

Yo: I don't really look at bulletin boards.

Tu: I look at bulletin board sometimes to see what room teacher is.

Ms. K: Everyone has a bulletin board and I leave things here perpetually; the good things like the floor plan and about insurance programs. Here is one helping students on drugs, and the evacuation plan. In the beginning of the year I point out what is there. I have English standards up and homeroom list up to tell where it is. I try to keep it current.

In this instance, only one of the four students references the bulletin board. Further along the chalkboard Ms. K has placed what she calls a lesson plan and the standards for writing. This is visible in Figure 16.

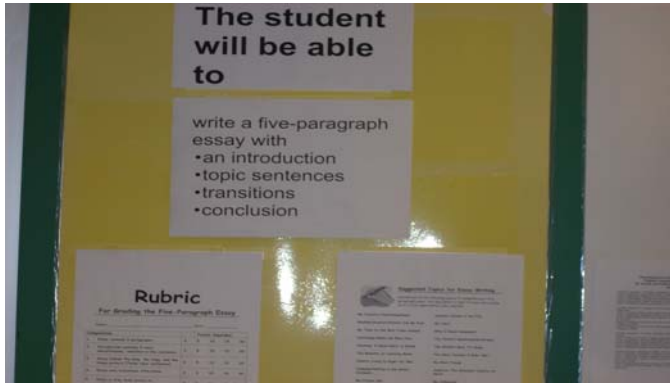


Figure 16. Photograph 12.14.07.

Participant commentary of Figure 16 reveals that only one of the three students looks at this item while another student admits she obtained the same information another way.

Participant commentary of Figure 16

JD: I used the power point from it instead of information on the bulletin board.

Yo: I didn't read, I'm not interested.

Tu: About essay writing I read and I ask Ms. K.

Ms. K: Up there, if the supervisor is there, I have a lesson plan up or to help students when writing.

Underneath the television on the chalkboard there is more information, seen in Figure 17.

The semiotic aggregate of Figure 17 shows a map and a phone number for school delays.

Since the board is located on the wall with desks in front of it, it is necessary for someone to move around the desks a little to get close to the map in order to read it or use it.

Member checking Figure 17 revealed that it had high salience for Yo and Tu (Scollon et al., 2003).



Figure 17. Photograph 12.14.07.

Participant commentary of Figure 17

Yo: I do look at maps sometimes.

Tu: Ms. K show me a lot when we study a lot. I study when I don't know where a country.

Ms. K: The school delay sign is to remind students what to do if we get snow and have a delay. I show it to them early in the season. We refer to the map a lot.

So different visuals in an ESL classroom hold different meanings, have different salience, both according to the ELLs' and the ESL teacher's needs and experiences. While the participants in the study may have referenced the map on certain occasions as Ms. K, Yo and Tu noted, they did not do it whenever I was in the room.

In December, Ms. K decided that on one of my January visits, she would have the students talk about pictures on transparencies for the class. This would be one of the few platform events performed in this study of this class. I discuss the events and interactions that take place in the platform event in the next section of this chapter, in order to show how ELLs and the ESL teacher continue to build their personal front through the way they use markers and interact with each other.

Platform Events

Scollon and Scollon (2003) interpret Goffman's platform event (1971) as a time when someone or a group perform as a spectacle for others. In this study, the January activity involving the use of transparencies on an overhead projector provided a glimpse into how this type of performance reveals the deepening personal front and identities that are emerging in the interaction between the ELLs, the ESL teacher, and the use of materials in particular times and spaces. In her December journal, Ms. K describes what she would like to do in January, as she describes what she perceives to be the activities in her ESL classroom.

Journal 12.06.07

Ms. K: We do a lot of talking in our classroom. Sometimes we just carry on a conversation about real things in the students' lives, and sometimes we use props or prompts. I always wonder about grammar! At least 95% of the time, I do not correct grammar when a student is speaking. But I do rephrase the sentence and correct the grammar (discretely). I don't know if the students are even noticing that I am rephrasing their sentence correctly Sometimes we use props or prompts. I have about 7 binders of outdated color transparencies for overhead projector that used to be used for French classes. We select them in order from the binder and each ELL stands near the projector with a pencil and points at various items or persons in the picture. This gives good experience in learning new vocabulary and in speaking and learning about everyday objects and Western or European culture. Sometimes I make a list of the new

vocabulary encountered as the students talk from their transparency. Then I go to the computer and type the list using a font style called outline. When I print this, the students receive a new learning tool. The words in outline serve as a prompt to spelling. They run their pencil inside the outline to learn the word, as a “hands-on” aid. They can even use a color pencil or a crayon, if color focuses even more on the word and its spelling. The next day, I might use the words in a spelling quiz, either written on paper or using the transparency again. I point and they speak, or they do both.

What actually happened, during the class when she used the transparencies, was that each student picked a picture she or he was comfortable talking about, and talked for five to ten minutes about what she or he saw in the picture. Each ELL could describe the people and items, tell what actions she or he saw, describing how a person might be feeling by the expression or action of that person. Ms. K modeled the activity first then had JD do her presentation because she had other work to do, and then the other ELLs had their turns. Yo was last because he ate lunch the first part of the class.

On January 2, 2008, I did not have school at my own school district, so I was able to be at Site A for the entire lunch block which had been delayed due to the two hour delay for snow. The class incorporates a lunch period for every grade, plus the class time for a block schedule. I was there from 12:05 until 1:30, for a total of 85 minutes. Students present were JD, Lu, Tu and Yo. Yo was out for a while in the very beginning as he ate lunch. The girls had gone earlier before I got there. I took cookies and they all ate them. On this day, Ms. K was using the overhead projector to model using English to

describe what she saw, pointing with a red pencil to items on a transparency and describing them to the students. Each student was allowed to pick a picture to discuss. Lu loves to talk even though she tells me at one point that speaking English is her weakness. She continually asks Ms. K questions and then later asks other students as they present. She even volunteers to talk about a transparency two times. The other students humor her, finding her funny. JD went first. She chose one transparency because it was pretty, then decided she needed a different one. Lu asked her questions constantly. Figure 18 shows how close Lu sat to the overhead projector leaning into the activity; her body gloss a vector illustrating her activity involvement. As seen in the semiotic aggregate of Figure 18, Lu sits closest and is engrossed in noting the details of what Ms. K does, as seen by her leaning into the area where the projector is on the right margin. She also asked Ms. K many questions in class. Participant commentary what happens in Figure 18 reveals how the students see themselves and each other.



Figure 18 Photograph 1.02.08.

Participant commentary of Figure 18

Lu: I was interested to look, see and ask more questions.

JD: I'm watching Ms. K's example. There was not enough room to move my chair.

Ms. K: I'm modeling and students are watching. Lu is engrossed.

After Ms. K modeled the activity and how she wanted ELLs to respond, it was JD and then Tu's turn. When it was JD's turn to present Lu interrupted many times using the interruption to gain frontstage presence. This caused Ms. K to step in physically and talk and motion Lu to stop interrupting because she was transgressing on JD's auditory space. This is seen in Figure 19. The semiotic aggregate of Figure 19 shows Ms. K center stage as the focal point, with hands up raised to get Lu's attention as she tells her to stop asking so many questions. This is confirmed in transcript 1.02.08 E6.8–E6.97 when Ms. K tries to stop Lu from asking so many questions.



Figure 19. Photograph 1.02.08.

Transcript 1.02.08 E6.84–E6.98.

E6.84–JD: Ok, here.

E6.85–Lu: I have a question . . .

E6.86–JD: Yes?

E6.87–Lu: Is like Asian boy in the middle? (Lu points to a boy in the picture)

E6.88–JD: Yes Lu it's an Asian boy. Just for you Lu, just for you (laughter).

- E6.89–Ms. K: (With arms upraised she turns and speaks directly in front of Lu to get her attention.) Just listen.
- E6.90–Lu: But . . .
- E6.91–Ms. K: Just listen, be quiet.
- E6.92–Lu: But if I have something I don't understand, what I do?
- E6.93–Ms. K: Then you raise your hand.
- E6.94–Lu: Ok. So if there is something I don't understand I raise my hand.
- E6.95–Ms. K: Yes, but try not to do it when she is talking.
- E6.96–Lu: But what if I don't understand what it is she is talking about?
- E6.97–Ms. K: Then it is ok, but we try not to interrupt.
- E6.98–Lu: Oh, ok.

In this activity Lu, who is supposed to be a senior; acts very immature, something Ms. K points out to me later, saying Lu was acting up in class. The other students seem to agree that she is immature and make allowances for Lu's self-centered ways in their journal comments for the day. JD employs sarcasm in turn E6.88, "Yes Lu it's an Asian boy. Just for you Lu, just for you." Participant commentary of this photograph reveals more detail of what the others think of Lu's interaction.

Participant commentary of Figure 19

JD: I was talking about a cashier, and explained what he was doing.

Tu: Ms. K tell Lu shhhhh!

Ms. K: I'm telling Lu to shhh, I've done that many times.

Lu: I was asking too many questions.

Journal notes for 1.02.08, tell the same story of Lu's interaction.

Journal notes for 1.02.08

Tu: This is the first time at my ESL class I look the picture and talk what happen in there. I look 9 pictures but I only talk seven picture. And my class have other guy but only Lu talk so much. She had a lot the question and she talk two paper. She is noisy but I think it's funny for my classes.

Yo: Today we had speaking in class with a slide. I talked about some student that was talking about soccer, tennis, etc. I speaked for about two–three minutes. And then Lu asked me about that slide. She asked me more than ten questions.

Lu seemed to know what she was doing even though she had professed innocence in the previous transcript, transcript E6.84–E6.98. In journal notes 1.03.08, Lu wrote about the activity.

Lu: Today we did something with the overhead projector. We were talking about pictures. I was surprised that Yo and Tu can talk English so well now. I had a lot of questions, actually, I think I interrupted them too much. I was talking about clothes. That was fun.

Toward the end of JD's presentation, she talks with Ms. K about her picture, which she has also referenced in her participant commentary of Figure 19. While she talks with Ms. K, Lu and Tu enter into a conversational encounter as they talk to each other ignoring JD and Ms. K. In effect, this creates two different *withs* in the classroom at that time. Yo is absent from the room, and the two groups have split off into their own

discussions, even though JD is supposed to still be presenting information about her picture. This is depicted in Figure 20.

The semiotic aggregate of Figure 20 shows Lu and Tu's civil inattention to JD and their preoccupation with each other, creating their own *with* while JD is talking to someone offstage, in this case, Ms. K, in another *with*. A white cord connects the overhead projector to the desk behind JD, linking her visually to the central point, the overhead projector, which is the tool she uses in her presentation. Transcript 1.02.08 E6.125–E6.133 illustrates this formation of two *withs* and Lu's and Tu's civil inattention.



Figure 20. Photograph 1.02.08.

Transcript 1.02.08 E6.125–E6.133

E6.125–JD: That is so weird. That's what happened to me yesterday. At work, this lady, uh I was on my break, and this, what do you call her, this customer; she wanted help and this other girl, like yesterday was new here. Everybody was like really sleepy and they got really tired and this lady was hitting the other girl like, on her shoulder, like "Hello, hello." And the customers (Lu and Tu start talking to each other) xxx and I asked if she needed help and she said,

‘Yeah, I’m looking for this kind of bread, whatever. Xxx I think it was bread but maybe it was cereal xxx and she was really mean, and then she turned around and she reported me for being mean. I offered her help, I was on my break, and when I’m on my break I’m not allowed to help. (Lu is still talking to Tu)

E6.126–Ms. K: xxx Bad luck when she’s on the job. She does beautiful work and everybody xxx.

E6.127–JD: But I offered my help, I asked her if you need anything . . .

E6.128–Ms. K: I know you did. Xxx (Other girls’ laughter)

E6.129–Lu: Ms. K, I wasn’t laughing because I think she looks like a monkey. (Lu and Tu laugh and giggle)

E6.130–Ms K: What are you doing?

E6.131–All: xxx (Everyone talks at once.)

E6.132–JD: Lu, you could go xxx.

E6.133–Lu: Ok, (she turns to Tu) shut up, you could go xxxx. I have to ask a question.

Participant commentary of Figure 20 reveals more about the character of the two different *withs* in the classroom as JD talks about her pictures in greater detail. Lu’s comments that she and Tu are making jokes illustrate what Scollon and Scollon (2003) say about members in a *with* allowing greater latitude in behavior to others in the *with*. They allow themselves to joke with each other and to accord civil inattention to JD and

Ms. K deeming those two in a separate *with*. Tu explains the result of civil inattention on JD, showing how the act of civil inattention can cause the creation of separate *withs*.

Participant commentary of Figure 20

Lu: JD is talking to Ms. K and Tu and I are making jokes.

JD: I'm talking to Ms. K , Lu and Tu are talking.

Tu: Lu and I are talking, JD is trying to talk about her picture and no one listens so she talks to Ms. K.

In the transcript and the participant commentary of conversations Lu clearly likes to enter the spotlight with her laughter and her comments, showing her confidence in herself in this classroom and with these students. Later in the class, it was Tu's turn to talk about a set of pictures. Tu explained pictures on a transparency with JD ignoring her and Lu and Ms. K watching what she did. This is shown in Figure 21.



Figure 21. Photograph 1.02.08.

In this semiotic aggregate of Figure 21 Ms. K has her head tilted up and back in the light, so she can see up at the screen on the far wall of the room. JD is turned away, reading something on Ms. K's desk. Lu is looking toward the screen on the wall. Once again the focal point of this photograph is Ms. K's desk with Ms. K's body gloss. Lu indexes another activity outside the photograph, Tu's picture on the overhead screen

projected on the far wall and her conversation. JD is working on work she needs to finish for another class. Participant commentary of Figure 21 shows the multitasking in the class.

Participant commentary of Figure 21

Lu: I'm watching the overhead projector as Tu was doing. JD was talking with Ms. K.

Tu: Lu and Ms. K watch me, JD doing other work.

Ms. K: I'm looking and listening to a student while helping another. I'm multitasking.

In her transparency presentation Tu is supposed to be giving the information, but Lu's constant interruptions and questions cause some moments of silence and guesswork on Tu's part. Lu answers her own questions, floundering with the pronunciation of Red Lobster, and finally decides the restaurant is Panera Bread because the picture has bread in it. This is typical of Lu's interaction while the students are working on the transparencies. She asks questions, gives some of her own answers, and tries to monopolize attention to gain control of these platform events. At the same time, Tu allows Lu to talk, trying to make sense of her questions and give answers she thinks fit what Lu is asking. She is able to pronounce the name of Red Lobster better than Lu but Lu does not acknowledge Tu's ability.

Later when it is Lu's turn to speak she smiles and has a good time talking about what she thinks is happening in the transparency she has chosen. This time JD has some fun, waving her hand around and asking Lu questions when she is speaking. This is seen in Figure 22.



Figure 22. Photograph 1.02.08.

This semiotic aggregate of Figure 22 shows how close the platform event of using the overhead projector for speaking is to Ms. K's desk in the room. JD's raised hand is a vector that points to Lu and the picture behind her on the wall. Lu is turned towards JD to answer her as JD asks her questions in transcript E6.195–E6.204.

Transcript E6.195–E6.204

E6.195–JD: (laughing) yeah, thanks, Lu for letting me ask these. Ok, I was going to ask ... does that look like your room?

E6.196–Lu: Exactly, (laughing) It looks exactly like my room. Ok. Yeah, yeah, yeah, I have so many clothes. .

E6.197–JD: And why is it if she has two room mates that they don't have time to clean?

E6.198–Lu: Because they go out to party with the jolly all the time (laughter). You see there is a Asian girl here, a black girl here, a white girl here so they need an Indian girl here like JD.

E6.199–JD: I am not Indian. . . . (She pauses.)

E6.200–JD: I'm Mexican because . . . (Again JD pauses to think then

switches topics in order to ask a new question.)

E6.201–JD: Which one is Asian?

E6.202–Lu: This is the Asian.

E6.203–JD: And that’s you?

E6.204–Lu: No, that’s not me. I have longer and curly hair. I have longer, curly hair, that’s not me (laughter). I know this is your sister, (giggles) Ok. Let’s continue.

In this conversation JD tries to show Lu how crazy she has been with her questions by asking the same type of questions of Lu. Lu does not seem to notice, intent on answering and giving imaginative descriptions of the picture she has chosen. The only time Lu does not seek control or seek attention in class is when Yo returns from lunch and needs to find his own picture to talk about. Here, JD shows her personal front, as the helper in the class, as she joins Ms. K and Yo as they help Yo find a picture. This is shown in Figure 23.

In the semiotic aggregate of Figure 23, Tu is bent over in the far left reading her notes and functioning as a *single*, while Lu is the passive part of the more active *with* of Ms. K and Yo and JD as they look through Ms. K’s book of transparencies. Lu looks on quietly as JD and Ms. K actively help Yo find a picture he is comfortable describing. JD is bent over the transparencies; her hand and Ms. K’s turning the pages together as Yo also with head bent watches and they all look at the pictures. The focal point of this photograph is their search for the best transparency for Yo to use. Participant commentary of Figure 23 supports this analysis.



Figure 23. Photograph 1.02.08.

Participant commentary of Figure 23

Lu: We try to find something about sports for Yo. (Even though you can see she is more passive in this effort, Lu says she is involved with the use of we in her statement.)

JD: I helped Ms. K look for a good sport picture for Yo.

Yo: They helping me find a picture.

Tu: I do something like homework. Others help Yo find a picture talk about.

Ms. K: We're looking for a transparency for Yo on sports.

When Yo finished presenting, there was still some time left in the class so Lu asked if she could present another picture about a family. As a result, she talked and asked students more questions. Clearly she was comfortable with the platform event.

Another way to use the geosemiotic analysis to examine interaction is to examine or map the movement within the ESL classroom. I have mentioned Yo and how he distances himself from others by his choice of seating. I have also mentioned how the students go to Ms. K's desk for help. In the next section of this chapter, I examine specific instances of movement within the ESL classroom.

Movement Mapping

Movement mapping for the purpose of this study refers to looking at the body gloss of ELLs as well as the movement of the ELLs in the ESL classroom during a class period to track the dialogic interaction (Bahktin, 1999). In these instances, I examine these components of the interaction order: (a) body gloss, (b) body and eye vectors, (c) personal distance, (d) the use of markers to create passage ways and indicate items for use, and (e) how civil attention and civil inattention are accorded the different participants at various times. In Figure 24, Yo came over to Ms. K's desk to ask for a pass to the bathroom. This was one of the few times I ever saw him at Ms. K's desk.



Figure 24. Photograph 1.02.08 #6.79.

The set of semiotic systems in this classroom activity includes vectors, which point to the main activity in the photograph. The vectors are Yo's arm and JD's arm. Yo shows his intent as he rests his arms on Ms. K's desk while she looks for a hall pass for him. JD's outstretched arm points to where the passes are kept on Ms. K's desk. Ms. K is framed as the focal point of Figure 24, revealing the power structure inherent in a public school classroom when it comes to authorizing hall passes. The power rests with the teacher. In this case, it is clearly Ms. K. On this day, I observed Ms. K move around the room more

than she ever did on any of the other days I observed her in the class. She moved to use the overhead, pick pictures, and then returned to her desk.

On January 9, 2008, there was an interesting interaction between Yo and Lu that was surprising; the only time I saw Yo or any of the ELLs touch another person, entering their haptic/tactile perceptual space within what Hall (1969) calls intimate distance. It was so unexpected I only caught the end of the action, when Yo had taken his hands off of Lu's shoulders and remained standing behind Lu. This is depicted in Figure 25. The semiotic aggregate of Figure 25 shows Yo as the focal point, having just taken his hands down off of Lu's shoulders. Lu has her hands up in response to what she either sees or has felt from Yo. Participant commentary reveals more information about the body language denoted in Figure 25.

Participant commentary of Figure 25

Lu: I'm looking how to do eye makeup at lunchtime. He came over and was talking and looking too. He gives good shoulder massages. We are just friends, but I think he would like to be more.

Yo: I'm talking to Lu at computer, had had hands on her shoulder, giving massages. I'm looking down at website that is fun. We are friends. I don't see her, the second semester cause we are not in the same classes.

Tu: Lu open website Yo want see and they talk about it.



Figure 25. Photograph 1.09.08.

Ms. K did not see Yo put his hands on Lu's shoulders, but did tell me when I mentioned it that she "frowns upon any touching or hugging between students in her class, as inappropriate" (J. Kitty, personal communication, January 9, 2008). Thus, Ms. K imposes her rules of distance and actions upon the ELLs in her class by her admonitions not to touch each other. She can smile, laugh, talk and use body gloss to convey meanings and feelings but to her, keeping a space between students is important, even if it is a very small space or distance. Ms. K has set up her room with her desk in one corner and the other desks along the opposite wall in her room, with the computers as a focal point near her desk, and a passage space between ELL desks and the side where her desk and computers are. Because of the small dimensions of the room, and the way in which she designed it; Ms. K has made it necessary for almost all interaction to be enacted within personal distance or social distance (Hall, 1969, Scollon et al., 2003). Yo sitting at a desk closest to the door to work, is the only time someone is outside of the social distance Ms. K has established within the room.

There was one other incident in January that showed how Ms. K's classroom design supports both her personal front through the placement of materials and the use of resources as well as dictates how ELLs may move around the room. On my January 9,

2008 visit, Tu was looking at her schedule and talking about a class she wanted to take the second semester. She had talked to one of her teachers and he had suggested Quantitative Chemistry. In the incident I observed, Tu walked over to talk to Ms. K about this class, hoping Ms. K has a book she can look at to see what the material is like. Tu's idea that Ms. K would have a copy of the book supports the concept of Ms. K and the area behind her desk as the source of all the information and materials an ELL would need. In this case, Tu moved to Ms. K and her desk in order to get the resource. In Figure 26, Ms. K is behind her desk looking for a chemistry book to show Tu.

In the set of semiotic systems depicted in Figure 26, you can see Ms. K's head just above the file cabinet, which is beside Ms. K's desk, helping to form a boundary line or mark Ms. K's personal space with her desk and the books, folders and other materials upon her desk or behind it. The focal point, however, is the showcase of materials everywhere. It was interesting to me that Ms. K did not get up to look for materials, but just moved her chair around as she looked in several places in her space. While to Ms. K this area is frontstage and shows the dominant activity, to get materials for students, the materials themselves are accessible only to Ms. K. This use of material and personal space denotes the power Ms. K has and the manner in which she delegates her power to others. Ms. K's circle of self functions best when she is in her chair helping students either verbally or by giving them the material they need. As I mapped the movement in the class, I saw the ELLs move to Ms. K at her desk whenever they needed information or help. The only time Ms. K moved toward an ELL who asked for help was when they were doing the transparency presentations or if she could move her chair slightly and sit beside an ELL at the computers. Participant commentary of Figure 26 shows the student perceptions of

Ms. K's area with one student's perceptions the reason there was a slight show down between her and the teacher in February.

Participant commentary of Figure 26

Yo: Ms. K area, I didn't go back there by window.

Tu: Ms K. find thing on shelf.

Lu: This shows the food condiments, creamers, dressings, hand sanitizers. I can go back there to get something.



Figure 26. Photograph 1.09.08 #6.93.

Another example of how Ms. K provides for ELL needs is when she searches for a chemistry book for Tu to look at in Transcript 1.09.08 F6.125–F6.158 attached in Appendix M. In it, Ms. K first offers to get Tu the book she does not have but upon further discussion with Tu decides she needs to check out an old Chemistry book in order to gauge her knowledge of Chemistry. Here again, JD maintains her personal front as helper of others in the class as she asks Tu questions to help her clarify what she wants. In Figure 27, Tu has the book and is looking at it by Ms. K's desk. The participant commentary of this photograph is significant because it provides Ms. K's rationale for the way she multitasks and uses her time in conjunction with her room design.

Participant commentary of Figure 27

Tu: I ask Ms. K about picture in a book.

Ms. K: I have one policy and it is if they need help they get it. If they come up, they are number one and I help them. If someone is there, I try to help the next person too. I tell them not to complain, you might have a question and need help sometime too.



Figure 27. Photograph 1.09.08.

The semiotic aggregate of Figure 27 shows Tu in the center as the focal point, asking a question about the chemistry book. She has come up to Ms. K's desk to seek an answer. She waits her turn for a chance to ask her question and Ms. K stops after a while to help her. This is how Ms. K multitasks, she does so in a monochronic way, dealing with one student at a time, except when she is already working with one student as in Figure 27. Here Ms. K is off stage working with JD who is in the lower left corner of Figure 27. She helps JD, then stops to answer Tu's question about the chemistry book picture, before returning to her work with JD.

So far in this section of Chapter 4, I have looked at discourse in time and space in semiotic aggregates of interaction between four ELLs, and the ESL teacher in December and January. While some of the components of the interaction order, visual semiotics

and place semiotics were described and analyzed in October and November observations, in this section, they become more complex and descriptive when examined in December and January. Here the analysis shows how the ESL classroom is a site of doing cultural and literacy practices for the ELLs and the ESL teacher. So far I have observed (a) how markers are used to maintain personal fronts, and support relationships between participants; (b) how information modality in signs, posters and bulletin board information depends upon the individual's need or interest in what has been written; (c) how a platform event provides an opportunity to examine body gloss, conversation, creation of *withs* and civil inattention that direct interaction and reveal personal fronts in greater detail; and (d) how movement can be mapped once the classroom design is described and the observations detail how body gloss, body and eye vectors, personal distance, marker use create different spaces for different use in the ESL classroom. In the next section, I continue my observations in February and March, providing a microethnographic perspective that unfolds over time with rich, multifaceted data.

Site A February and March

In February, the students were into the start of their second semester. This brought changes to the ELL population in Ms. K's classroom. Yo was not in the class, and JD was in a different ESL class in order to have more instructional time with Ms. K. JD did however, come to the period 6 class on days when I would come to observe. I went to Site A two times but one time, Ms. K forgot to tell me the students had an early dismissal so they were gone by the time I got to the class. The second time I was at the site, I observed the class working mostly on the computers. This was when I was able to observe another way Ms. K worked with the students, sitting in her chair next to the

computers while she taught Tu how to do power point. The first time, Lu and JD watched as well. She continued to do the power point lesson with Tu my first visit in March. It was during the March visit, that I saw Ms. K's space behind her desk was open and Lu went behind the desk to get something. It was during this visit that I observed how Ms. K does people processing and manages gatekeeping encounters.

People Processing and Gatekeeping Encounters

Goffman's people processing encounters (1971) and Scollon and Scollon's (2003) gatekeeping encounters, are social interactions whereby one individual has the power to guide the activity involvement or keep others from participating in an interaction. In this section of Chapter 4, I describe several instances of people processing and gatekeeping. Specifically in this part of the analysis, people processing means when one participant manages the other participant's conversation in ways that show the first participant has power, control, or understanding of the situation. Gatekeeping will be used more often to denote times when one participant keeps another participant from entering into a conversation. In this instance, civil inattention is accorded that person, in other words the first participant ignores the second or other participant's conversation or action. For the examples I show, I explain how the use of positioning, markers, movement and civil inattention are handled in these encounters. On February 29, 2008, when Ms. K continues to work with Tu to show her how to create a power point, there are specific instances of these concepts.

Ms. K sat beside Tu while JD and Lu moved around the room. In Figure 28, JD is at the book cases behind Ms. K's desk, looking for a paper she had left there when she

and Ms. K had worked on it together. She wanted to take it to her other class. This was the first time I saw a student go behind Ms. K's desk when she was not sitting there.



Figure 28. Photograph 2.29.08.

The semiotic aggregate in Figure 28 shows Ms. K as the focal point leaning slightly toward Lu to include her in the instructional *with* she has created with Tu at the computers. Ms. K is showing Tu how to create a power point presentation using pictures from Tu's blog on the internet. JD is behind Ms. K's desk but is not touching it, instead she is going through a folder on the top of the bookcase behind Ms. K's desk where Ms. K has put JD's work. As a result, Ms. K does not interfere with JD's efforts; it is not considered a transgressive act, like Lu's is in March when I observe the class again.

On the same date in February, I observed Ms. K work with Tu as a *with* which selectively allowed Lu and JD to interact as seen in Figure 29, in Transcript 2.29.08 G6.1–G6.20 and then again in Transcript 2.29.08 G6.37–G6.60.

The semiotic aggregate of Figure 29 shows Ms. K and Tu are the focal point, clearly a *with* by their close proximity. Lu is behind them, with her head inclined toward the two, listening, and JD looks over Ms. K's shoulder as they work on the computer. Once again the overhead projector is denied inscription.



Figure 29. Photograph 2.29.08.

The transcript excerpts explain the interaction that is taking place. In the first transcript segment, Lu chooses an unusual expression in turn G6.4 as a way to gain Ms. K and Tu's attention and enter their auditory perceptual space when her first comment fails to do so. Ms. K gatekeeps Lu in turn G6.20 by telling her to speak softly.

Transcript G6.1–G6.20.

- G6.1–Ms. K: Here ok. So we're going to learn how to power point presentations.today.
- G6.2–Tu: Yeah.
- G6.3–Ms. K: Then you're looking on your blog to see if you can find your pictures?
- G6.4–Lu: You are doing a power point, right? (There is silence for few moments then Lu says) Hey honey. (Everyone laughs)
- G6.5–JD: Lu . . . (There is more laughter.)
- G6.6–Ms. K: Ok, now you can tell we're having fun. . . .
- G6.7–Tu: Ok, we . . .
- G6.8–Ms. K: Look how pretty. So, are these your pictures? (She points to the pictures on the screen.)

- G6.9–Tu: Umm. . .
- G6.10–Lu: Ms. K, I thought that we were doing a power point and not looking at pictures?
- G6.11–Ms. K: We, we have to get the pictures from the blog to put onto the PowerPoint, that’s what we’re doing.
- G6.12–Lu: Really?
- G6.13–Ms. K: Yep. Ok, so show how you could take a picture off the blog . . .
- G6.14–Tu: Yes.
- G6.15–Ms. K: . . . and put it, just put it on the desktop here. Maybe in a folder. Wait, let’s do this.
- G6.16–Lu: Cancel! (She speaks loudly.)
- G6.17–Ms. K: What’s that? . . .
- G6.18–Lu: Open. . . Open!
- G6.19–Tu: Why, wait a second . . .
- G6.20–Ms. K: (She turns to Lu who has been shouting out commands.)
You need to be softer talking, much.

Lu’s interruptions while at first thought to be funny become annoying to Ms. K and disturb what she is trying to do with Tu, so she tells her to talk softer. In this way, Lu will not disturb Tu and Ms. K in their instructional *with*. Ms. K is relegating Lu to an observer in this instructional *with*. Later JD becomes more involved as well, as seen in Transcript 2.29.08 G6.37–G6.60. Lu also participates but in a less verbal, more sarcastic tone, showing she realizes she has been relegated backstage of the instructional action at

the computer. In this transcript, Ms. K is trying to tell Tu how to gather her pictures from the blog and put them into a file folder she will use for her power point.

Transcript 2.29.08 G6.37–G6.60

G6.37–Ms. K: Make it big., make it big. Ok, now, get it by the gray part, this is gray here, see, in the middle and just push it over here.

G6.38–Tu: This one?

G6.39–Ms. K: No, no, no.

G6.40–JD: The gray stuff . . .click it and push.

G6.41– Tu: Yeah.

G6.42–Ms. K: And click it and push. There you go.

G6.43–Tu: Oh, this one.

G6.44–Ms. K: You're just moving the window.

G6.45–Tu: Yeah.

G6.46–JD: Click that one.

G6.47–Ms. K: Now click that one. Oh, you're good. You know what to do. Now . . .

G6.48–JD: Now push that over here, into the picture.

G6.49–Ms. K: Now hold that over. I don't know.

G6.50–JD: Did you click it?

G6.51–Ms. K: Ok, now pick that one up.

G6.52–Tu: Whoa, whoa. Wait a second.

G6.53–Ms. K: Click here on the purple first. Oh it came up. Ok. Yep,

you just pulled it up. Pull up some more. (Tu laughs.) Just keep pulling them up. Oh, great.

G6.54–Tu: Oh yeah.

G6.55–Lu: Oh yeah. (She says so, sarcastically mimicking Tu’s tone of voice. Lu has been silent through this exchange and this is the first time she has spoken, while she has been watching the activity between their shoulders. The others ignore her.)

G6.56–Ms. K: You’re still on xxx. We’re just xxxx Is that you? Oh, no my aunt and my cousin.

G6.57–Tu: My aunt and my cousin. How you know, oh. (She laughs a lot.) xxx Yeah.

G6.58–Lu: Yeah. (The others do not reply to her comment which is quieter.)

G6.59–JD: Is that your sister?

G6.60–Tu: Yes. What you know. (She is laughing)

In this transcript, JD does the same thing Lu tried to do, but she does it more quietly and is more helpful, so that Ms. K and Tu respond by including her in their instructional *with*. Because of Lu’s manner and impatient tone, she was excluded in the instructional *with* so that the others accorded her civil inattention when she did try to talk. Even later in the class when Lu tries to get Ms. K’s attention, Ms. K gatekeeps Lu by telling her to be quiet in turn G6.315, according civil attention then civil inattention to her. This is evident in transcript 2.29.08 G6. 313–G6.316.

Transcript 2.29.08 G6.313–G6.316

G6.313–Tu: Oh, ok. . . . my sister and me.

G6.314–Lu: Ms. K.

G6.315–Ms. K: Shh.

G6.316–Tu: Ok.

It isn't until near the end of class that Lu is allowed back into the instructional *with* when she joins in the conversation with advice to use the tools part of the task bar.

This is seen in Transcript 2.29.08 G6.357–G6.369.

Transcript 2.29.08 G6.357–G6.369

G6.357–Ms. K: Now we know where it is. It's on view. But we'll do that next time. Well how do I make this picture bigger? Wow, I've done this many times, forget this thing.

G6.358–Lu: What?

G6.359–Ms. K: I want to increase it by scale. Maybe it's, sometimes you need to . . .

G6.360–Lu: Tools.

G6.361–Ms. K: What do you think it is?

G6.362–Tu: Tooos

G6.363–Ms. K: Twos, what?

G6.364–Lu: Tools.

G6.365–Ms. K: Tools.

G6.366–Lu: I know, power point. I don't know, I know I can do it, when I'm over there. When I'm over here I can't do it.

G6.367–Ms. K: I’ve done this so many times. Let’s see what picture says.

G6.368–Lu: Edit. You need to select the picture first.

G6.369–Ms. K: It is already selected, see it’s got the, I had it before.

When Lu finally gets access to the instructional *with*, she mentions in turn G6.366 that she knows what to do but can’t do it from where she is sitting. She is voicing her frustration with the placement and the positioning that Ms. K has established for this class. Usually Lu is at the computer, doing the work herself. Working at the computer is part of Lu’s personal front, and the ability to move around the room and interact as she wants with others has also been part of her personal front. Today, for this activity her involvement has been tightly controlled and she has been frustrated. Ms. K, however, did not respond to Lu’s comment about placement, gatekeeping Lu in order to maintain her activity involvement with Tu. Earlier, in her journal from the day before, Ms. K explained she knew Lu and JD already knew how to create a power point, but that Tu didn’t since she had limited access to computers in her home country and thus Ms. K wanted to give her the opportunity to know how to do this (J. Kitty, personal communication, Feb. 28, 2008).

As for Lu and her personal front as the Computer Queen, she wrote in her journal about power points and the computer in her February 28 and February 29, 2008 entries. Journal notes from 2.28.08 and 2.29.08

Lu: Power Point is a widely advice for studying. Teachers use it and students too. Just about half hour ago. My AP Biology teacher used Power Point explained fungi—I used Power Point for different projects in different subjects too.

The advance about it is we can throw those poster away, show the full screen pictures, add sounds, make class more vivid. I like it because it is not possible when I was in China. At least in my school, teachers are still using overhead. We can not use power point to do the project because school do not have the equipment.

Lu: I like the computer the best. Because I can watch movie, cartoons mass around. And so on. Plus, Ms. K always busy, so I just do some research and on line dictionary.

The computer has become so much a part of Lu's personal front in the ESL class, as she uses it to learn new words, do research and mess around, that while she knows how to do things, to sit back and not be able to access the computer to show what she means, makes it extremely hard for her to explain what to do. She notes this difficulty in turn G6.366 of Transcript 2.29.08 G6.357–G6.369.

In my first visit in March, I was able to observe Ms. K working from her chair with Tu on her power point project and how Ms. K handled what she saw as Lu's transgressive act in her territory. I have already pointed out how Ms. K has designed the room so that her file cabinet, desk and another small desk form a boundary between her personal special use space with the bookcases and books and materials behind her and her chair where she sits from the rest of the room where the students may move about. Her chair and desk are Ms. K's secure space. Figure 30 shows where Lu is sitting and Ms. K's reaction. It was the only time I ever heard Ms. K use words as markers to tell another students to get out of her space. The semiotic aggregate of Figure 30 shows Lu and Ms. K leaning towards her speaking to her. Her look is a demand and her voice a

marker that shows ownership. Ms. K does not get out of her seat beside Tu, but leans toward Lu to direct her to move. Tu is preoccupied with the power point they are making on the computer. Lu is looking toward me smiling as she sits in Ms. K's chair at Ms. K's desk. Earlier Lu had been walking around the room, getting something to drink and spilled some of it, so she was behind Ms. K's desk getting napkins to clean it up. Ms. K who had been busy with Tu did not know this, and hence saw Lu's movement as transgressive and invasive of her territory. The participant commentary of Figure 30 shows the different perceptions of those involved.



Figure 30. Photograph 3.07.08.

Participant commentary of Figure 30

Lu: I was looking for a napkin and she told me not to sit in her chair. (She giggled as she described what happened.)

Tu: Lu on Ms. K desk and Ms. K said move.

Ms. K: Tu is at the computer. I'm telling Lu to get out of my chair and stop touching my computer.

It is interesting that Ms. K thinks Lu is touching her computer in the picture, and that seems to be more upsetting than the fact Lu is sitting in her chair. Ms. K's computer is an ear marker of her personal special use, secure space, and it is forbidden to students.

In the transcript from that class, the actions are clearly described. Transcript 3.07.08 H6.222–H6.242 shows how the civil inattention to Lu started her movement toward Ms. K’s desk and the confrontation that ensued.

Transcript 3.07.08 H6.222–H6.242

- H6.222–Lu: What are you doing again? (Ms. K and Tu ignore Lu, intent on their instructional *with*.)
- H6.223–Tu: Yeah.
- H6.224–Ms. K: So you need to open a new slide first.
- H6.225–Tu: Yeah.
- H6.226–Ms. K: So put this over here. Ok, click, no . . . put this one.
- H6.227–Tu: Yeah, here.
- H6.228–Ms. K: Put this over here. (She is pointing to a picture she wants moved.)
- H6.229–Tu: Yes, I got it.
- H6.230–Ms. K: Yeah, but I don’t think you have a, ok, I see. You just put it . . .
- H6.231–Tu: Yeah.
- H6.232–Ms. K: Now we still need to make a slide.
- H6.233–Tu: Yes, a slide.
- H6.234–Ms. K: Get out of my chair! (She has turned and is facing Lu who is sitting in her chair at her desk.)
- H6.235–Lu: I just want to find something.

- H6.236–Tu: Text . . . (She is busy with the task and does not hear their conversation.)
- H6.237–Ms. K: Ok, but get out of my chair, Lu. (She is speaking in a firm tone, but not quite as loudly.)
- H6.238–Lu: Where’s the napkin?
- H6.239–Ms. K: Um, over there on your right. Salad, dressing, the salt, see the salad dressing . . .
- H6.240–Lu: Ok.
- H6.241–Tu: Whoops. (She is still focused on the task and not on Ms. K and Lu.)
- H6.242- Ms. K: Way in the back there’s brown ones, see it?

In Transcript 3.07.08 H6.222–H6.242 Ms. K moves from the instructional *with* with Tu to her gatekeeping interaction with Lu. Her tone of voice and the loudness she uses are distinctly different from the voice she has used with students throughout the year. It is the only time I have heard her speak thus. Even when JD was behind her desk the month before, she did not go as far into Ms. K’s personal space as Lu did and did not touch her desk, hence she did not incur Ms. K’s wrath. Though Ms. K’s tone of voice was firm and loud, Lu was not scared but respectfully told her she was looking for napkins. When I examine the two different times a student was behind Ms. K’s desk I see that JD was searching for a paper she had given Ms. K in her own folder, and Lu for napkins to clean up her hot chocolate spill. The searching for materials in a student’s folder in the classroom is a sanctioned activity, but sitting in Ms. K’s chair at her desk is not. Hence

when Lu sat in Ms. K's chair at her desk without Ms. K sitting there, she transgressed into Ms. K's personal space.

In February and March, the computer area is frontstage in the ESL classroom. Ms. K's conversation with Tu about how to do a power point is the dominant activity, with people processing and gatekeeping the side activity. My observations allowed me to see first hand, how a teacher does people processing and gatekeeping encounters. The manner, in which Ms. K controls Lu's participation in conversations at the computer, shows how a teacher can manage a student's conversation so that the student must recognize that Ms. K is in control of what will be said and done in the power point discussion. Ms. K's gatekeeping of Lu kept Lu silent much of the time except for a few sarcastic comments Lu makes when she realizes she is being controlled. Ms. K's room design has marked her desk as personal property, not for students to be at when she is not right there. When Lu transgresses by going behind there to get a napkin, Ms. K does not know what she is doing and feels Lu is transgressing into her personal space. The photographs in this case study show what one person considers a transgressional act while the participant commentary reveals the different perceptions of this activity. In the February and March visits the application of Goffman's interaction order (1971) helps show how Ms. K and the ELL discourse in the ESL classroom is located physically by the computer, while Kress and van Leeuwen's visual semiotics (1996) explain the classroom design by Ms. K's desk, and Scollon and Scollon's place semiotics (2003) show where the placement of items, embodiment, in the room impact Ms. K's perception of what Lu does behind Ms. K's desk.

During my second visit in March I began my final participant commentary of all my photographs, and the journals all of the participants had written. I concluded my member checking and participant commentary collection during my first visit in April. We had our pizza party the second visit in April. In the next section of this chapter I summarize my analysis of Site A before moving to Chapter 5 to begin my analysis of Site B period 7 and period 8.

Site A Geosemiotic Analysis Summary

The first conclusion of my geosemiotic analysis of Site A is that an ecological paradigm allows examination of interaction between the ESL teacher, and the ELLs within the ESL classroom through the way in which the surroundings and the material use impact interaction. It allows a multifaceted analysis of interaction and power constraints from an examination of the semiotic aggregate of the ESL classroom discourse. For instance, I can examine power constraints within a school district that are revealed by examining the urban design of a school district through place semiotics (Scollon et al., 2003). At Site A, while Ms. K has power that is recognized by the district, there are certain constraints within her room that she has learned to use in ways that help support her ideas of what a teacher is and does. This is similar to what Bissel (2002) says in her study, that teachers use classroom walls and furniture as a way to claim space as their own, and tell others who they are and what to do. The ways in which the ESL teacher and ELLs use markers to build personal fronts, use body gloss to convey information, express comments about emplacement of materials, maintain personal distance, show civil inattention, do people processing and gatekeeping encounters and

structure platform events substantiate the need for examining the ecological totality of the ESL classroom.

The second conclusion drawn from my geosemiotic analysis is that by examining the interaction order of the ESL teacher and ELLs and place semiotics in the ESL classroom, I can see how discourse in time and space develops in an ESL classroom. The way Ms. K and her ELLs enact their social roles and performances differs according to the tasks they do on a daily basis and on the relationships they have built up over time. This allows Lu and Ms. K to have the freedom to enact glamour poses to illustrate their points in conversation with each other. Lu's relationship with Ms. K is layered with many different understandings of the cultural practices that have existed in this ESL classroom over time. The two of them have developed common expressive ground (Florio-Ruane et al., 2002) within the classroom that reproduces their own expectations of interactions and their social relationship (Crang, 1998). Even Tu acknowledges that in the course of the year in the study, she has learned to know what she can do and where within the ESL classroom when she explains she can do work at her desk or go to Ms. K for help or the computer. Yo's use of distance from others shows his independence and English language knowledge. The photographs and descriptions of the ESL classroom as a set of semiotic systems (Scollon et al., 2003) allow for a way to blend cultural geography and sociocultural theory together with discourse analysis to interpret and describe the interaction that is occurring in the ESL classroom between the ESL teacher, the ELLs, and their material use.

Recording the interaction through photographs by which I can examine the semiotic aggregate of the ecological discourse allows a visual as well as linguistic

examination of the interaction patterns and the mapping of movement within the semiotic aggregate. I can see how the room design dictates ELL movement to Ms. K's desk when they need help or they have a question. I can see how ELLs move to computers to do work when they have to fill out applications for college, do classwork, or have free time at the computer. The one platform event allowed Ms. K to move to another section of the room to model discourse about pictures on transparencies.

The third conclusion is that using an emic perspective allows examination of how the room design does impact interaction between Ms. K and Yo, Lu, Tu, and JD that changes over time. This is due to their cultural and literacy practices as well as what the C3 itself encourages. Microethnographic case study methods allow me as the participant observer, to follow the activity involvement Ms. K has with Yo, Lu, Tu, and JD for a seven-month period and see how their body gloss, their material use, emplacement, and marker use promote the personal fronts of each person and impact interaction with others.

The fourth conclusion I draw from my geosemiotic analysis of Site A is that combining the interaction order, visual semiotics, and place semiotics in my analysis revealed how (a) important marker use was in developing personal fronts; (b) body gloss revealed personal relationships between the participants; (c) information modality of materials on the bulletin board differed for each person based upon what they deemed important or were interested in; (d) platform events if rare, still provide another way to examine movement as well as body gloss, activity involvement and how civil inattention are accorded individuals; and (e) ELLs may use perceptual space such as personal distance to make a statement to others. The combining of the three components of Scollon and Scollon's geosemiotic analysis (2003) gave me information about what to

examine and a way to examine and analyze what I observed over the seven-month study. The transcripts from the audio recorded discourse as well as the member checking of the photographs and the journal writing provide a deeper understanding at the emic level of all that has happened in the one ESL classroom, Site A. Figure 31 combines Site A data with my semiotic aggregate of ESL classroom interaction analysis fields.

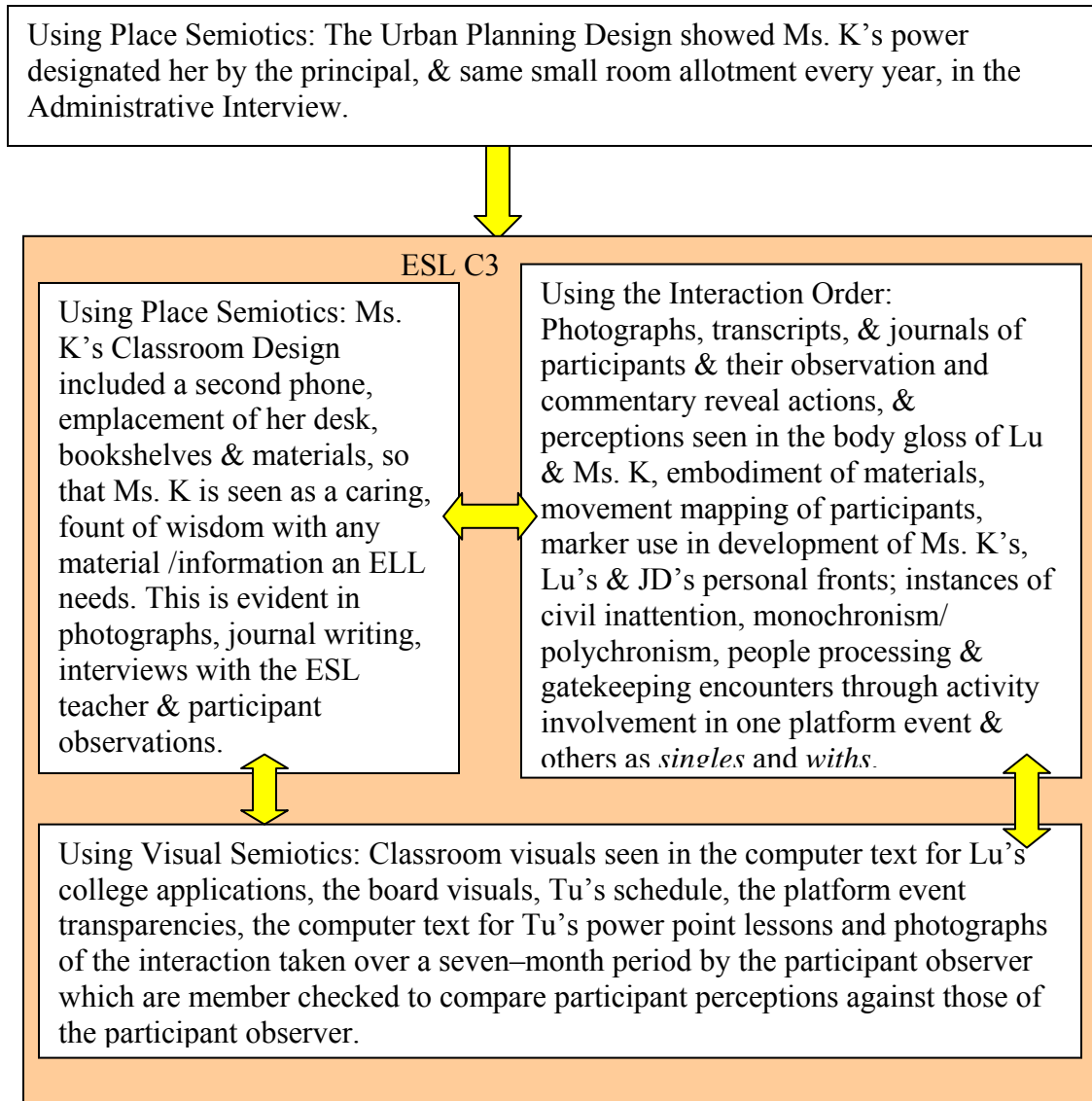


Figure 31. Geosemiotic analysis of Site A ESL classroom semiotic aggregate.

While Ms. K has more restrictions upon what she can do with her space, in Chapter 5, I show that Ms. M responds much more to how her ELLs interact so that she is constantly redesigning her classroom design to fit the type of instruction and the way the students are interacting. This is described in the next chapter as I examine the semiotic aggregates depicted at Site B.

CHAPTER FIVE

SITE B GEOSEMIOTIC ANALYSIS

In Chapter 5 the three components of my geosemiotic analysis: Goffman's interaction order (1971), Kress and van Leeuwen's visual semiotics (1996) and Scollon and Scollon's place semiotics (2003) are applied to my data collection of Site B, periods 7 and periods 8. I start with a description of my findings in Chapter 4 about the place semiotics in the district urban design for ESL classroom allocation and in Site B ESL teacher's classroom design. From there I examine the interaction order as I examine the discourse in time and space that evolved over the seven-month long study at Site B. In the examination of discourse in time and space I scrutinize the interaction order, visual semiotic and place semiotic components in five different sections of time: October and November; December, January, February and March. In March, I look at how inscription and code preferences within literary practices shape interaction in the ESL classroom.

Table 5

Site B Discourse in Time and Space

<u>Time</u>	<u>Interaction Order, Visual Semiotics and Place Semiotics</u>
October/November	Embodiment discourse, People processing, Gatekeeping, Code Preference, Inscription, Seating Choices, & Material Emplacement
December	Information Modality and Activity Involvement
January	Emplacement, Room Design, and Social Performances
February	Activity Involvement and Inscription Reveals Personal Fronts
<u>March</u>	<u>Inscription and Code Preferences within Literacy Practices</u>

In Chapter 4, I pointed out that while there were some similarities between the two school districts' urban design or how they designate space used as the ESL classroom and supplies, the relationship that is recognized between the ESL teacher and the administration differs. At Site A, Ms. K is the guru, a recognized specialist, who spends all day at the senior high school, teaching one period of French and 3 ESL classes. At Site B Ms. M is mobile, spending early mornings at the senior high and the second half of the day at the junior high. For this study, I met with Ms. M in the afternoon for the district's period 7 and period 8 classes. In the next section of this chapter, I look at how Ms. M has designed her ESL classroom.

Site B ESL Teacher's Classroom Design

The ESL classroom design is the way in which the ESL teacher allocates space, labels areas, walls and items in the ESL classroom for use. In order to understand what a teacher wants or hopes to accomplish in her classroom design it is important to ask her intentions and to then use this to compare what actually happens within the ESL classroom totality. As I did with Ms. K, I asked Ms. M some questions about her classroom design. Ms. M chose to answer them in her December 3, 2007 journal writings. She mentions that her key considerations for designing her class are so that the ELLs can move around to access materials, be able to see her, the board, the materials they are using and each other. She also feels it is important ELLs know what they are learning and why they are learning it. She is aware the room has limitations, but as she states,

We can't study live polar bear! However, I tried to see the room as having no Walls—we can access materials in the room and outside of the room. I ask myself

can we move freely around the room, access materials, work with a partner, find a solitary place? This is my first full year in their room. Therefore, I have moved furniture around, frequently, to accomplish an instructional goal or to create a workable space (B. Murry, personal communication, December 12, 2007).

There are four points I want to make about Ms. M's classroom design. First, Ms. M's focus on having a room that allows students to move around to access materials means she needs to be cognizant of what she is teaching and what materials she wants students to have so that she can be sure the ELLs can gain access to the materials or move around to do the different activities. Throughout the year, I observed Ms. M rearrange desks to suit the activities the ELLs did. I note them further along in this chapter. At the same time, her intent for interactions is tested on several occasions when she has an increase in the number of students in the class in period 8 especially.

The second point I want to make is that Ms. M's theory that students need to know why they are doing what they do is the precept behind her written objectives on the white board and on the one wall in her room. I discuss this as the year unfolds, giving student reactions and perceptions to the modality of inscription on walls.

The third point is that Ms. M's idea of conceiving the room as a room without walls shows her perception of items as indexing outside of themselves (Scollon et al., 2003) and the photographs and transcriptions of the various semiotic aggregates reveal some of her awareness in this area, as well as the restrictions she has. Because Ms. M tries to vary how she teaches language to ELLs, she recognizes that different students will learn in different ways, so she allows movement around the room from the desks at

the front to other spaces. She also provides the solitary spaces and group work that students need at various times throughout the year.

The fourth point is that Ms. M's classroom design allows for movement and change so that when Ms. M finds that the interaction shapes the room in ways she does not want she changes her room design. The increase in students in period 8 later in the year impacted her classroom design so much that she finally had to have another teacher come in and teach part of the class four days a week. This change in teachers reveals how important geosemiotics can be to show how interaction changes and is enacted over time. Later in this chapter I will point out both what Ms. M does to change her room design and why as well as what happens when another ESL teacher comes and the class is split up some of the time.

As I did in Chapter 4, I examine the semiotic aggregates of first Site B period 7 and then Site B period 8, which are depicted in member checked photographs, in transcripts of conversation and journals to show the interaction order, visual semiotics, and place semiotics at this site. I do this to show greater understanding of the dialogic interaction (Bakhtin, 1999) created within the classroom space as a frame for interaction between the ESL teacher, the ELLs and their material use within the space. Because I am doing a microethnographic study of the sites I once again examine the interaction over time to show how the interactions changed and progressed. As I did with Site A I have broken the study analysis down by months and then by class periods to show the different themes or aspects of my geosemiotic analysis as they were enacted by all participants in this ESL classroom trilogy depicted in Table 5.

Site B Discourse in Time and Space

Site B October and November

As I look at the data and photographs from Site B I see how Ms. M's classroom design impacts interaction differently from period 7 to period 8 depending upon the activities. For this reason I will examine Site B period 7 first then Site B period 8. A brief description of the room shows the room is an inner room without windows. It is half the size of a regular room with closets built into one half of one side of the room, where Ms. M stores materials. Along the same wall Ms. M has a counter top with books and materials such as a computer and laptop. Students can use both of the computers when directed. Above the counter top are cupboards with more instructional materials. There are two walls with white boards and bulletin boards. The back wall has built-in bookcases behind the teacher's desk. The exhibit space in this room is limited to Ms. M's desk, the top of a bookcase along the back wall and the bulletin and white boards. The passage space is wherever there are no desks so that ELLs and the teacher may move wherever needed to get materials or do activities. The special use space is limited to the overhead projector in the front of the room, the two computers on the counter top and the small desk beside Ms. M's desk. The secure space is wherever an ELL sits with her/his materials and the cupboards and closets along the one wall. Along the side wall where the white board and a bulletin board is located is a small portable bookcase with student books and workbooks that Ms. M moves around throughout the school year. In order to help explain the stories that emerge in each of the classes at Site B, in the next section I start at the beginning of my study and point out the interaction and embodiment of the discourse (Goffman, 1971) that takes place.

Embodiment Discourse

In this study I use the term *embodiment discourse* to mean the way in which ELLs, and the ESL teacher use items or markers, and cultural practices to present their personal front to others around them (Scollon et al, 2003). This includes the participants' personal and physical characteristics and objects they use or surround themselves with in the ESL classroom. In Chapter 4 I discussed emplacement, when I pointed out how Ms. K uses her desk as a marker of space and to delineate boundaries between herself and others. This in turn becomes embodiment when it impacts the personal front she portrays to the ELLs. Lu uses the computer as part of her personal front as the Computer Queen. Yo uses distance to maintain his personal front as an independent more English proficient ELL in the class. In this chapter embodiment discourse includes emplacement of items and expands the concept to embrace cultural practices and activity involvement that help participants present their personal front to others.

In October I visited Site B two times, the first time to explain the study and hand out consent forms. The second time, I came, collected consent forms and observed the students. It was at this visit that I noticed my tape recorder did not work very well, so I took notes and used the tape recorder for member checking of the photographs I was taking. Having multifaceted data collection allowed me to continue collecting data even when one of my methods did not work. This month there were two incidents I noticed that helped me understand how the teacher and the ELLs present their personal fronts through embodiment discourse. But first let me explain how the class started.

Period 7, the ELLs came into class and sat down at desks grouped near the front of the room by the white board. They worked at their desks at a variety of tasks. MJ

went and gathered the books the ELLs would use later in the class. Figures 32, 33 and 34 show the interaction and use of items in the classroom during class as well as the interaction enacted. On the board Ms. M put bonus work students could do, create sentences from words once they know their parts of speech. Students were to do this while she worked with individual ELLs. Figure 32 shows how ELLs can move around the room to get materials and how Ms. M has designed the room for instruction.



Figure 32. Photograph 10.23.07.

The set of semiotic systems depicted in Figure 32 shows MJ picking up ELL books for everyone as the focal point in the lower right margin, which is an area that presents real and new information, according to Kress and van Leeuwen (1996). The Wall of Fame is shown in the ideal and given portions of the picture, and the alphabet with words on the white board is depicted in the margin of the ideal and new area. This new area is the area of information that can problematic or contestable, as is learning new vocabulary and remembering the different English sounds for the words. Participant commentary of ELL and teacher thoughts about Figure 32 reveal their perceptions of the items emplacement in the room and the actions performed there.

Participant commentary of Figure 32

MJ: I was finding High Point Book. I like to use it sometimes. I like the activity thing in the middle of the bookcase.

Jim: I see the Wall of Fame, for things we worked so hard. I had one thing on the wall [this year].

Ms. M: The Wall of Fame idea came from my experience at the elementary level, it's used to display student work. It's important they see work hanging; not in the hallway but they like it more in here. If they know it's going up they make it better than just for me to see.

During this class, there were two different activities. Two ELLs had to read their poems to the teacher. While they did that the other students worked on their sentences, using the white boards they brought to their desk. HL used code preference of his materials for a poem he has to create and whispering to first limit his auditory perceptual space and then to show his personal front, as a *single*, oppositionally resistant to learning English. Ms. M had a hard time hearing him. He didn't understand what he was reading and thought he was doing what he was supposed to do, read a poem. When Ms. M looked at his poem she said, "You used a Korean newspaper, I can't read it. You need to use an English newspaper to do this, I will give you a newspaper, I have plenty of them" (B. Murry, personal communication, October 23, 2007). HL's body gloss and action, to whisper close to Ms. M, one on one in English, and his use of Korean, his own language to create the poem which was supposed to be in English revealed how he felt about learning and speaking English. Throughout the year I found HL continued to limit his and others' auditory perceptual space around him as he whispered when he spoke to

others in English, and to limit his visual perceptual space as he worked as a *single*, off by himself in the classroom. Even his journal dated Oct. 23, 2007 supports this concept when he draws a picture of himself talking to Ms. M and writes three simple sentences.

HL Journal 10.23.07

I read poem. I read poem in the class. I read poem to Ms. M.

After getting HL materials to use in English, Ms. M got up and moved back to her original position in front of the ELLs' desks and handed out a flyer about the district ESL Family Night. This was the beginning of how I saw Ms. M as the one who moved around the classroom in order to individually work with students or help different groups work. While Ms. M stated earlier in her classroom design she wants students to be able to move around to do the different activities, Ms. M does a lot of moving around herself. Figure 33 shows part of the room layout and the participant commentary reveals more about student perceptions of movement around the room and Ms. M's placement of items such as her desk.



Figure 33. Photograph 10.23.07.

In the semiotic aggregate of Figure 33, the emplacement of items such as the bookcase with instructional materials and the bulletin board are the focal points of the photograph. The ESL teacher uses a red background behind the bulletin board to show

high modality for her, but once again like at Site A, the bulletin board has less modality for the ELLs. This bulletin board shows typical currency in the USA, the faces and names of the Presidents of the United States, and English names for family members and their relationships on the family tree. The yellow bulletin board to the left contains a map and information about each ELL in all of Ms. M's ESL classes in the junior high.

Participant commentary of Figure 33 revealed how others view the emplacement of materials in the ESL classroom and how it impacts their actions and movement. It shows Jim as very active in the class, moving around as much as he can as he works.

Participant commentary of Figure 33

Jim: I go [back there] to sharpen my pencil and sometimes get games. Now there is more room to get materials, before we had to squeeze in to get materials.

Ms. M: My desk is too heavy to move. I wanted my desk as my desk not where I work with students but realized as the year went on I wasn't using it that way, so later I switched it sideways so I could work with students one on one, separate from kids.

In this instance, Ms. M mentions that the placement of her desk in Figure 33 changed as the year went on because of what she wanted to do with ELLs. This relates to the first of the four components of Ms. M's classroom design, which is a recurring theme for Ms. M. She moves materials and items to suit the activities she wants to do with students. This is done through moving her desk, as she notes and the ELLs' desks as well as the one bookcase depicted in Figure 32.

Later in the class, Ms. M explained her handout about the upcoming ESL Family Night the district is having for all family members, talking about each paragraph and what it said, as she pointed to it. She discussed who could come and what they should bring. She noted one student, MJ wanted to sing at it and that that was fine. After discussing the handout the students were to take home and how they could get bonus points for bringing it back signed early, she looked at what two students had written as sentences on the white boards. To help students she would move back and forth from the set of desks to the big white board and back to them. Thus Ms. M maintains her personal front as facilitator through the use of the items she writes on the white board, through her movement to the students to help them and through the handouts or materials she uses. The dry-erase boards are for students to write sentences and have other students comment, correct or compliment. She facilitated what the students said. After this activity, the class looked at their High Point book to begin to read and figure out what types of questions they would ask each other as they role played interviews. The way ELLs sit and work is revealed in Figure 34.



Figure 34. Photograph 10.23.07.

The semiotic aggregate in Figure 34 shows HL as inactive and MJ as working in the center or focal point of the picture. Ms. M keeps markers, colored pencils and other objects in the yellow container in the middle of the desks so ELLs have them for easy access during class as well as in a container on her own desk. Participant commentary of the activity in Figure 34 reveals how ELLs see their activity involvement in class at this time.

Participant commentary of Figure 34

MJ: I'm looking at the High Point book.

HL: I'm just sitting at the desk

At the end of the class, Ms. M explained how the ELLs were to take time during class to write in their journals for the study and then the bell rang. The students decided to take the journals home and bring them back. Ms. M told me she thought she would need to write when the students did as well. Ms. M's journal writing of October 23, 2007 is what Scollon and Scollon (2003) call a disembodied expression of body language. She explains how she views the use of materials, their placement and the activity involvement of the ELLs.

Ms. M Journal 10.23.07

Ms. M: Today students were listening to some 'business' items—Family night news—an upcoming evening event for ESL families and students. Students were seated and listening and viewing a letter to go home. Students then completed a writing activity—parts of speech for bonus points. Students moved to obtain white boards/materials. One reluctant student did not participate. While other students were working I tried to

give this student some individual time by listening to him read 2 poems. (They stood to one side beside the student's desk so she could listen to him and ask him questions if needed)

Students then reviewed basic information about the selection we have been reading. Students were paired to work together to write questions and answers to role play an interview. I moved around the desks, which are in a rectangle shape. At the end of class, students were reminded about writing in their journals for Mrs. Pierce.

Time continues to be an issue as I spend too much time explaining, over explaining items.

Ms. M's awareness of how time consuming it is when she re-explains information to the ELLs is another recurring theme throughout the year. She can multitask; however, Ms. M finds it necessary to walk around and work individually, one after the other in a monochronic way with the ELLs as the time passes in the class. MJ also writes about her activities and describes what she does in a monochronic way in her journal for that day.

MJ Journal 10.23.07

MJ: In my ESL class I did parts of speech with Ms. M, Jim, HL. I used my pencil, parts of speech sheet, white board, and mark.

First I thought words about verb, adjective, noun, and so on. Then I wrote sentences with that words in white board. Also I speaked my sentences.

And then we did tag about my sentences (First another student, did, second I did, and lastly Jim did it). I think this program help my English language.

Also we talked about family night. So we had sheet about family night.

And we used textbook little bit. And we had partner. My partner was

HL. Anyway today was fun ESL class! ^^

In addition to writing what she does and feels, the smiling face at the end of her journal is another way MJ denotes her feelings. Her monochronism is seen in how she writes about first doing one thing and then another, much like she actually did when I observed her. Jim's journal reveals his personal front as the mover, as he creatively spells and writes about his movements and activities before class and in the class. Jim's creative writing and spelling necessitated constant participant commentary of his writing in order to understand what he wrote. Sometimes he could not read what he had written himself. In this case in October, he describes forgetting his ESL book and the other ELLs and HL having to read poems in class as well as getting the white boards for MJ and himself for the sentences they were writing for bonus points. Then he talks about meeting a friend he plays soccer with in the hall when he goes to get a drink. Throughout the year Jim enacts his personal front as the mover as he gets up to sharpen pencils, get materials and to go get drinks of water or go to the bathroom.

On the same day, in the Site B period 8 class, Ms. M explained about the ESL Family Night to these ELLs as well. Once again she pointed to each paragraph in the flyer as she explained what each section meant. She stressed the ESL teachers were hoping that families would bring finger food in order to make it easier to serve and eat. Ty questioned it, saying it could get messy with their food. This conversation is depicted in Figure 35. The semiotic aggregate of Figure 35 shows the body language of the ELLS as looking down at their handout, with S, D and Em holding their heads and Ms. M

holding the handout as her eye vectors are looking down at S and she motions with her right hand. The ESL Family Night and date are written in red on the white board.



Figure 35. Photograph 10.23.07.

Participant commentary of Figure 35 shows what the ELLs perceive they are doing.

Participant commentary of Figure 35

D: We're listening to Ms. M.

Em: It's crazy hat day, we're reading and doing workbooks. I don't sit in the same seat all the time. I just sit wherever there is a seat when I come into the room.

Ty: We're listening to Ms. M.

In Figure 36 the students work at their desks. Participant commentary provides insight into what the students like to do and their perception about the desk arrangement. The semiotic aggregate in Figure 36 shows the desks as the focal point with ELLs writing at their desks. Ms. M sits and watches the ELLs as they write. The inscriptions and what they wrote are disembodied expressions of body language which showed the start of each ELL's personal front as they used their writing and inscription to reveal their circles of

self in the classroom. This is different from what I observed happen with the ELLs in Ms. K's class.



Figure 36. Photograph 10.23.07.

Participant commentary of Figure 36 supports my observation that the use of inscriptions to portray personal fronts of ELLs at Site B has developed differently than for those ELLs at Site A .

Participant commentary of Figure 36

D: I like sitting across from each other.

S: The desks are better for interaction to face across each other. I can express myself more.

Em: We're writing. I don't like to write.

Ty: We're writing in journals. I like to write some times. I don't have a specific place to sit.

S's comment that he likes to interact with others and express himself verbally was something S repeated throughout conversations the entire school year. He much preferred to talk and even went so far later in the year as to point out he felt he learned more English that way, even though Ms. M felt he needed to improve his writing skills as well.

The idea that the ELLs had no assigned seats is much like that in Ms. K's class, however in Ms. M's class the ELLs have specific tasks they must do.

In their journals from October 23 and October 24, 2007 the ELLs describe how they like to work and what they have done in the class in ways that reveal the embodiment of discourse in this class at this particular time. In three of the journals inscription also helps reveal the ELLs' personal fronts. D drew pictures of animals and Em drew pictures of the materials she used. On one piece of paper she drew, she added the words I and school with a heart in between the two words. At the end of the page she wrote in cursive "Emily Lynn" her new name which I have shortened to Em for the study. Em continued to sign off each journal day with Emily Lynn almost every day she wrote. Ty inserted a skull with the word Boo! written beside it. Ms. M wrote how she thinks the ELLs in this class feel free to move around the room and use materials they know, stating she also enjoys the candor and conversation in the class. The journal transcript for Period 8 10.23.07 and 10.24.07 are in Appendix N.

In Period 7, the development of ELL personal fronts through their embodiment of discourse and the way they move in a classroom can be illustrated by examining Jim as a mover. Figure 37 shows him in motion.



Figure 37. Photograph 11.09.07 #7.26.

The set of semiotic systems seen in Figure 37 shows the activity at the desks as the focal point, and the dominant activity. Jim is getting up from his seat, MJ is seated working, and Ms. M is leaning over the desks holding papers the students are referencing in the map work. Participant commentary of the activity the participants see in Figure 37 shows how the students feel about the work they are doing and how they do it.

Participant commentary of Figure 37

MJ: I'm checking using my folder.

HL: I liked working with the maps. I liked coloring pictures and labeling them.

Jim: We're working on our journals. . . . I think I was getting up to get scissors. I don't like to sit down anywhere except the couch. [There is no couch in the room.] This class is small, I can move around in it more than in other classes.

Ms. M: I'm handing back work to students.

Once again Jim is moving around as he works. It is interesting that HL whispers he likes to color the maps, and in fact he did do well on his test he later took of them because of the many conversations Ms. M had with him regarding the color he used on the map.

Another picture taken during the same class shows HL in motion, at the board looking at the pictures of the geographical items he must color on his own paper back at his seat. His stance, and activity cement his personal front as a *single*, independently working to learn English. Figure 38 shows HL's personal front. In the semiotic aggregate of Figure 38, a standing HL is the focal point, looking at the colored pictures on the white board. MJ and Jim are seated with heads bent down, looking at their own

work. Were HL's incongruent modality and code preferences for his pictures tokens of resistance or evidence of misunderstanding? The fact that Ms. M talks to HL in a later transcript, specifically turn 11.09.07 A7.37, stating his water was not contaminated by nuclear waste shows she tries to use humor to get his attention and get him to change his color choices so he can tell it is water. Since later on his test HL did know what the land and water forms were and colored them correctly, I think the answer to my question was the latter.



Figure 38. Photograph 11.09.07.

As seen in the journals and my field notes, the embodiment of discourse in the two classes is student centered. It is student centered in the way Ms. M moves to the individual ELLs to help them and in the way in which they are encouraged to go get the materials they need as well as in the way the students help each other reminding them of what they are to do. This is evidenced in period 8 when Ty reminds D the students are to study first then take their test. In the next section of this chapter I look at how Ms. M does people processing and/or gatekeeping in both classes.

People Processing and Gatekeeping

As I stated in Chapter 4, people processing are interactions whereby one person guides or controls another while gatekeeping is when one person prohibits another from

doing something (Goffman, 1971, Scollon et al., 2003). Because Ms. M's classes are bigger, I noticed she did more people processing and gatekeeping with her ELLs earlier in the year than Ms. K did. In the beginning of November when I came to visit the classes are shorter due to an assembly in the morning. In the first class, period 7, Ms. M just has time to explain what students are to do before the school district Occupational Therapist (OT) comes to talk to her about another ELL she has in a different class. Ms. M is forced into polychronism, doing more than one activity at the same time, (Scollon et al., 2003) as she talks to the OT at the door and watches the class as they work.

Transcript 11.09.07 A7.7–A7.14 reveals the polychronism Ms. M exhibits.

Transcript 11.09.07 A.7.7–A7.14

A7.7–Ms. M: Ok, we're gonna leave a little time to today to work in our journals for Mrs. Pierce. But this is what you should have, right? You should have your ... pictures, and what we might do is finish the coloring at home. Hi.(She turns to a woman who has come to the open door.)

A7.8–OT: xxxx

A7.9–Ms. M: ESL teacher xxx.

A7.10–OT: (The OT woman explains she has some questions for her about another ELL.)

A7.11–Ms. M: Yeah, sure, um colored pencils you need right?

A7.12–Jim: Yes.

A7.13–Ms. M: You need my dictionary, my geography, and you need um

the uh, see what I'm looking for, the examples, right? Can I trust you to do that by yourselves xxx (Ms. M goes out to the door and talks to the woman about another ESL student and students start to work. HL walks in late.)

A7.14–Ms. M: HL that is two this nine weeks already. Two lates for this nine weeks. You know what that means. Magic number three is next. You've gotta be on time. Unless you have a late pass to show me. Do you have a late pass? (He didn't.)

In this transcript we see Ms. M doing some people processing with the ELLs as she goes to talk with the OT by the door and gatekeeping with HL when he enters late. Jim establishes a *with* with Ms. M through his verbal responses to her at the beginning of class. Ms. M framed the activity through her comments about the materials the ELLs would need and what to look for as they worked. The next example of interaction depicts how Ms. M does people processing and gatekeeping with HL in turns A7.23–A7.28 in transcript 11.09.07 A7.26–A7.35 and then with the entire class in turns A7.29 to A7.35.

Transcript 11.09.07 A7.26–A7.35

A7.26–Ms. M: Ok, HL do you know what you are supposed to be doing?

A7.27–HL: xxx (whispers)

A7.28–Ms. M: Where are they? Are you sure you didn't leave them here? (She looks several places then finds his papers and gives them to him.) Compass Rose and you're going to finish labeling that. Ok.

A7.29–Ms. M: (She turns to the entire class) Alright, what you are going to

do over the weekend, we're going to take some class time today to color, but what I want you to do is take them home to color them, this weekend. You don't have to make your dictionary, you don't have to do your definitions, you just need to color in your illustrations.

A7.30–Jim: Mmm.

A7.31–Ms. M: So what I want you to do is take a look at these four examples and just may be make a mark on your paper as to what color you need to color it.

A7.32–MJ: Ok.

A7.33–Ms. M: Just so, I mean I'm sure you ... you know, can see the difference between land and water, but sometimes when you're looking at the black and white pictures you can't always tell what is land and what is water. So I want to make sure you can see the difference. So you can just put a little stroke of brown or a little stroke of blue just to remind you, exactly. (She looks at the different students work.)

Ok, alright this is a mesa.

A7.34–MJ: Uh.

A7.35–Ms. M: A table top, plateau on top. Xxx with pencils in the holder. (She turns to HL.)

A7.35–Ms. M: HL did you hear those directions. So take your next one

and just put a mark, put a little mark, blue for water. This is supposed to be green put a little green, put a little bit of brown. Xxx Oh here's your.... We can mark the secondary directions. Xxxx (Students work for a while.)

Later in the class, Ms. M continues to talk to HL about his choice of colors to depict items, in this case, the reservoir. Transcript 11.09.07 A7.37 shows Ms. M gatekeeping HL about his modality choice for his reservoir in his picture.

Transcript 11.09.07 A7.37

A7.37–Ms. M: HL you know that's water. Is water orange? No orange water, ok? Blue. This is a reservoir, this is a reservoir, and this is a dam. A reservoir is a man-made, right? And that water can be used to bring down to the town, but it is not orange. (HL continues to use orange.) It has not been contaminated with nuclear waste but these are not nuclear sites. Uh which one do you need. Let me borrow this one for a second. (Ms. M picks up another map from where Jim has all of them.) This is a dam. The Hoover Dam. Have you been to Hoover Dam before? This is your reservoir. Right? You can see the word reserve in reservoir. It is holding the water to be used at a later time. (She looks at Jim.) Do you have these in Saudi Arabia?

So far in October and November, the embodiment discourse and people processing and gatekeeping encounters show developing personal fronts of the students

and the ESL teacher. HL is seen as a *single*, a whisperer who is resistant to using English. Jim is seen as the mover, preferring active learning situations. In the earlier Transcript 11.09.07 A7.28–A7.35 MJ participates in the conversation with Ms. M as she works. She also notes in her journal and participant commentary of photographs that she likes the activities she is doing if she feels it will help her learn English. Her personal front that she creates as she works with others as a *with* and a *single* are fluid. HL reveals his likes as well in the participant commentary .

Participant commentary of Figure 38

HL: I liked going to the board to see pictures and labels.

MJ: Coloring in items was kinda fun. Helped me remember a little. Labeling the pictures made it easier to remember.

Ms. M: HL is at the board with the maps. He is a good boy, but frustrating because he won't speak in English.

Journal notes in November

HL: I colored water and land form in the classroom with myself. I felt good.

MJ: Today I used color pencil and paper. Because we colored something paper, I think that is a desert, sea, land But I didn't finish that so I will colored that paper on this weekend. Also I told what will I do this weekend to Ms. M. We took picture also. It was fun.

Ms. M: We have been working on land and water forms. We read from a picture dictionary and are now coloring line drawings of various forms. Students will label these forms and create their own dictionary. Colored pencils used. Upon completion, students will complete a test by labeling and

coloring blank drawings. Students accessed their materials upon arrival and put them away (or take home). Students seem to enjoy coloring—they will finish at home.

In the period 8 class, Ms. M uses Em to help her with people processing encounters with RS a new ninth grade ELL from China who comes to the class in November. Ms. M also uses humor in turn A8.25 and compliments in turn A8.26 to let Em know she is thankful Em can serve as translator with RS. Thus, Em's personal front is as the more capable student serving as a translator. Transcript 11.09.07 A8.19–A8.26 show the interaction between the three participants.

Transcript 11.09.07 A8.19–A8.26

- A8.19–Ms. M: Ok, let's finish it today. (She turns to others) Are you finished? I think you were helping uh, RS.
- A8.20–Em: I have to kinda xxx (She turns away.)
- A8.21–RS (RS asks Em questions in Chinese xxx.)
- A8.22–Ms. M: Alright, um. (Xxx Chinese) RS so you will get another journal that looks like this. (She holds up the composition book like everyone is using for the study.) It'll be different. I do have it? Ok. Oh, ok, You'll get one like this. Where you will write about what you did in ESL class. And what materials you used, and do you like what we're doing, do you not, how do you feel about what we're doing. And, if you worked with partners, if you worked by yourself, did you sit at a desk the whole time, did you get up and use the

board. Ok? And Em is doing the same thing so if, uh, today we're going to write in class but sometimes you can take the journal home and you can write together. Ok? I won't see these journals, just Mrs. P.

A8.23–Em: (Em and RS talk together.) She say I don't understand every word that she say.

A8.24–Ms. M: (She smiles) Every word? Some of it you did. (The girls speak together in Chinese)

A8.25–Ms. M: I sounded too intelligent? I was too intelligent? Is that what you said? (Laughter, more Chinese between Em and RS.)

A8.26–Ms. M: You don't have to write a lot though RS. (Em talks in Chinese to explain the study) She can draw pictures too. OK? Perfect. That was beautiful Em (referring to her translation and explanation in Chinese), I thought I spoke fast.

At my second visit to the class in November, I discovered that Ms. M had gone home sick, and the students were sent to the counselor's office. I met with the students there and discussed their journals they had given me and asked questions if I did not understand what they had written. This was especially important if I was going to be able to understand Jim's writing. The next section shows how code preference and inscription impact ELLs personal fronts and activity involvement.

Code Preference and Inscription

Every culture has code preferences and various ways of viewing inscription (Scollon et al., 2003). At Site B the ELLs allude to the difficulties they face as they change their code preference which shows their personal front in the way in which they deal with the difficulty and their use of inscription in their journal writing. In class, Jim offers an excuse for the way he writes, as part of his personal front. First Jim says he hurt his finger when he played soccer. Later, he says he can type fast in Arabic but not in English. His explanation shows how code preference can influence how well an ELL participates in literacy practices in the ESL classroom. The transcript of conversation 11.19.07 B7.94–B7.118 is in Appendix O. This was the first time a student mentioned the fact that they had different inscription systems that made it difficult to write. When I consider the class consisted of ELLs who spoke either Chinese, Taiwanese, Arabic, Korean or Ewe (a language from Ghana) it is apparent most of them were learning new inscription and changing their code preference. S, the Arabic speaker in period 8 also mentioned how the code preference and inscription method differed and made him take longer in his writing. As a result, his journal was also hard to read and he did not write very much in it over the year, telling me he preferred talking to writing.

Another incident where inscription came to the fore in period 7 was when MJ asked permission to change her journal name. Previously she had chosen the name Z but now she wanted to make it MJ. Later in the class she announced to everyone that she had changed her name. Thus the ELLs are creating their personal front not only by what they say but by how they use their materials, what they write and what they call themselves in their journals.

In period 8, Ty uses art in his journal to describe his memorial project the ELLs made for their ESL Family Night. He inscribed the outside of his journal with a Taiwanese person and used simple illustrations throughout his journal to supplement his words. While I had noted in my explanation to ELLs they could use art especially if they did not know what to say, Ty used his art to help express his feelings and to show what he was doing. Ty's journal notes for November included the skull mentioned earlier, a face yelling yeah, and then the head from his cover which he copies to show the eyes and nose looking out over top of a coat drawn up close to the face. He also drew what he called a "taichi sign" which was what he made for his memorial project.

Ty journal notes 11.09.07 and Ty journal notes 11.19.07

Ty: Friday, yeah! This week we had ESL family night, RS came, we did the memorial. Mine's (he drew the object) the taichi sign of China (really cool!)

Ty: About the project from . . . week. We build up our project (about the memorials) with paper, popcicle sticks, pebbles, blah, blah, blah I build mine, with black and white pebbles, and cut – up paper, to make a 3 – D stand up, Taichi Sign off China, it's cool, and it looks even better at the family night. (next week . . .)

We got a new set of vocab words, studying about it . . . nothing else, boring. Well, as usual, studied conjunctions. (next . . .)

didn't do anything, Ms. M not here, writing this. OVER (He meant for me to turn the page) We talked about the conjunctions, Ms. M used the overhead, we made notes on it. P.S. almost thanksgiving!

In his journal, Ty expresses himself in ways that make him appear knowledgeable about the customs of the United States when he mentions almost thanksgiving. His use of blah, blah, blah shows he is cognizant of slang used to describe repetitious activity. Ty's personal front is seen in the way he illustrates his comments with pictures that index outside of the text and at other times within the text. Figure 39 illustrates this idea.

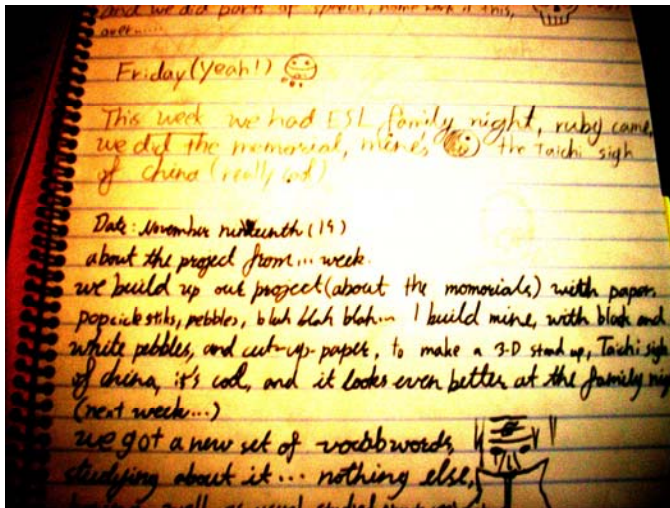


Figure 39. Journal photograph 8.002.

The semiotic aggregate of this journal photograph in Figure 39 shows the edge of Ty's skull located in the upper right hand margin seen with an arrow pointing down to it.

This was mentioned in his first journal writing along with the words Boo! which are off screen. His comment of Friday (yeah) and a face beside it shows how important weekends are to him. The face peering over a coat indexes his cover of his journal and his comments about the Taichi sign and how cool his project was, all mentioned or written about previously.

Another period 8 ELL who uses art to inscribe his journal writing is D. D is an eighth grade boy from Ghana who tells me he likes to draw. He also has the knack of

inviting the reader to become a *with* with the writer, as seen in his journal written on November 19, 2007, when he urges me to come to the class. He begins in his journal to create his personal front as a story teller through the way he uses words to tell stories and the types of stories he tells me. His stories range from the one about making his memorial project to later entries when he talks about typing a bean soup recipe that he feels is delicious, to wishing I knew the codes they were learning in class from a story they had read. For almost every entry, he starts to greet the reader by stating his journal name and then making an entreaty at the end, like he did below, with the word, come.

Journal notes 11.1907

D: I want to tell you about a memorial that I made. I made the memorial at the ESL classroom with other student that memorial represent a man in Ghana that went to war to save the country. The is beautiful I made that memorial because the man deserve a good thing and that memorial was use ESL family night I went to the ESL night to people love the memorial some even want to take it so if you save your nation some people can do that for you to thanks.

I made it at my desk. It look like a house inn our country I built it with sticks and rubbers.

Last week our ESL teacher give us some letters to form words from it and I got 115 words. I took the second place and Ty got the first place so it fun if you come to ESL class it fun you will understand everything so come.

In this semiotic aggregate of D's journal in Figure 40, the birds underscore what D is talking about. In his journal, he wrote how the class had worked in groups of two to read loudly and work to learn about Peregrine Falcons, an endangered species and how scientists saved them from extinction. These birds are flying and perched, engaged in the daily tasks of living, flying to get food and to bring it back to the young. The bird on the right has a worms in it's claws and the bird on the left has a worm in it's mouth as it sits on a tree limb. This inscription is typical of how D wrote and then illustrated key concepts he thought important to the reader of his journal. The picture he drew also contributes to D's personal front as the storyteller since the pictures tell or support the stories he tells in his journal.



Figure 40. Journal photo #8.001.

Another example of inscription that was repeatedly used in journal writing was Em's signature Emily Lynn which I have discussed earlier. This is shown in journal Figure 41. The semiotic aggregate of Em's journal entry shows the Emily Lynn signature in the lower right hand margin, in the area that contains real, new information, showing her new name as the real thing to her. Em also illustrated the material she used in class

(the pencil, paper, marker, and High Point book as well as how she feels about school) with her “I ♡ school” box. She uses the inscription as part of her personal front to create her identity as Emily Lynn on every journal entry she writes throughout the study.

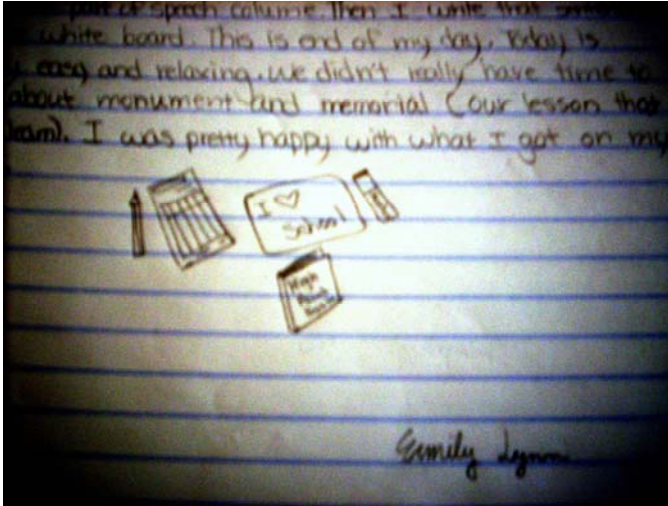


Figure 41. Journal photograph 8.004.

Later, her brother joins the class and is given the now empty journal that RS used in the beginning of the study. He overlays his name and illustrations on top of what had been RS's name and information. It is layering of information over time and position so that his inscription makes the journal his own, not RS's as seen in Figure 42.

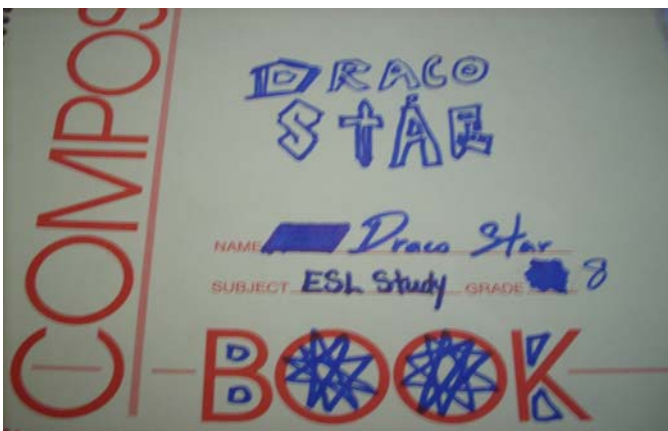


Figure 42. Journal photograph 8.005.

The semiotic aggregate of Figure 42 shows how Draco overlays RS's information by first blocking out her name and class periods, then inscribing his invented name on the name line, and rewriting it in block form above so that it dominates the cover. At the same time he draws stars within the letters O in the word Book and follows through with his block letter design with the letters B and K as well, giving unity to his composition. The focal point, in the center of the picture, however is his name, the key part to what this ELL develops in the short time he is in the study.

The day Ms. M went home sick and the ELLs were in the counseling center with me to write in their journals I saw how the ELLs were aware of how language can be used to communicate. They also revealed information about themselves when they talked, that showed how code preference privileges some and disadvantages others when they ask if they can talk and I tell them they can talk if they do it in English. Ty and Em point out that RS can't do that very well.

Earlier I talked about personal front development through the use of markers and emplacement of items. In the next section of this chapter I consider the ways in which the ELLs denote their personal front by their choice of seating in class. I also examine how the ESL teacher's emplacement of materials (Scollon et al., 2003) in her classroom design supports her personal front and creates different understandings for the ELLs about what they can do in the class. In this situation, the materials are considered situated signs, because their placement within the ESL classroom tells the ELLs and the ESL teacher what the use of the materials will be.

Seating Choices and Material Emplacement

Because Ms. M was absent I took time to ask the ELLs why they sat where they did in the class and how they liked where the materials were, in effect, how the ELL liked Ms. M's classroom design. Transcript 11.19.07 B7.303–B7.337 in Appendix O shows what the ELLs said about emplacement of materials in Ms. M's classroom design. Once again, Jim stresses he'd like to sit in the middle so he can talk to everyone and MJ states she's comfortable wherever she sits. When I talk about the container they have in their room that holds their coloring materials, Jim tries to tell me he would prefer if the colors were not so scattered around in different boxes so that you have to look for them.

Period 8 ELLs also talked in Transcript 11.19.07 B8.159–B 8.168 about their perceptions of their ESL classroom when they alluded to the ESL classroom as also the ESL office. In this transcript the discussion involved Ty and S working as a *with* to describe the classroom set up as they understand it, while Em and RS work as a *with* as they talk in Chinese and work.

Transcript 11.19.07 B8.159–B8.168

B8.159–Me: Wait, is her office the same place as your classroom?

B8.160–S&Ty: That is our classroom. That is her office and our classroom.
Like that part where you are sitting, that part is always like her office and the other part is our classroom.

B8.161–S: She have like a huge classroom.

B8.162–Ty: It's not huge.

B8.163–Me: Do you think it's huge? (To S)

B8.164–S: Yeah.

- B8.165–Me: Why do you think your classroom is huge.
- B8.166–S: Cause there’s lots of stuff. There’s lots, lots of stuff.
- B8.167–Ty: Well, yeah.
- B8.168–S: We’ve like every material we need to use. (Em continues to work with RS)

In Transcript 11.19.07 B8.159–B8.168 the ELLs show they consider Ms. M’s classroom to have so much “stuff,” to have so much material, that S considers it a huge classroom. Even though Ty disagrees that the room is large, he too considers the amount of material in the room to be a lot. In the period 6 class at Site A the ELLs also thought their ESL classroom had so much stuff, that Ms. K could find any book you might need. For Ms. K, the room supplies were a deliberate part of her personal front. For Ms. M the availability of supplies and different types of activities and materials is deliberate, so that she can meet the needs of all her ELLs at their varied English proficiencies.

So far in my analysis of Site B’s data in October and November, I have shown how Ms. M’s personal front as facilitator means she needs to be able to move around the room to help ELLs, to write on the white board and use the handouts and the other materials in the room. Ms. M’s personal front means she needs to spend her time wisely, in order to meet the needs of all her ELLs. This forces her to make decisions as to how she will interact with the ELLs, through polychronism or monochronism at various times. Because Ms. M’s ESL classes are bigger than Ms. K’s ESL classes, Ms. M does more people processing and gatekeeping at an earlier stage in the study than Ms. K.

I have also shown examples of how ELLs present their personal fronts through their use of item emplacement, through 3 different journal entry inscriptions and through

note taking inscription. At the same time that code preference and inscription reveal ELL personal fronts, they also impact ELLs' personal fronts and activity involvement. At Site B Jim and S note the difficulties they have writing in English compared to their first language. It causes S to try to talk more than write, and Jim to have to explain what he writes to both me as the participant observer and reader of his journal and Ms. M with any classwork he tries to do. Through the examination of the ELLs' journals I start to see how students use inscription to build their personal front through what they say, how they say it and the illustrations that accompany what they say. D becomes the story teller, inviting me into the action in the ESL classroom. Ty expresses his cultural background and interests, while Em shows her personality, and Draco covers over older inscriptions to claim his own place. Jim's inscription comments and Ty and Em's comments about RS illustrate that the ELLs are aware of how language and code preference limit them.

Seating choice shows student preference and how they build their personal front through where and with whom they sit. The fact that Jim likes to be in the center or middle, shows how he likes to be in the midst of others to interact and move in the ESL classroom. Even the ELLs' understanding of what Ms. M has in her room calling it the ESL office and the ESL classroom shows how they perceive a classroom with many materials. Once again I re-iterate that for Ms. K at Site A, the room supplies were a deliberate part of her personal front, for Ms. M it is the availability of supplies and diverse materials, and the different types of activities that are a deliberate part of her personal front. Both ESL teachers however, perceive themselves as helping the ELLs at their varied English proficiency levels. My examination of discourse in time and space continues as I observe Site B in December and January.

Site B December

In a visit to Site B in December, I had a chance to talk about how Ms. M uses her white board to write objectives for the class. In this ESL classroom, like Site A, the visuals depicted on the white boards and bulletin boards mean different things to each participant and thus impacts how they perceive them. I examine this in the next section under information modality, just as I did in Chapter 4.

Information Modality

During the December visit I asked Ms. M and the ELLs how they viewed their visual perceptive space through the objectives and other information on the white boards and walls. This action helped me better understand how Ms. M perceives the modality and salience of inscriptions in her class as well as how the ELLs view the information and it's placement. Figure 43 shows the side white board.

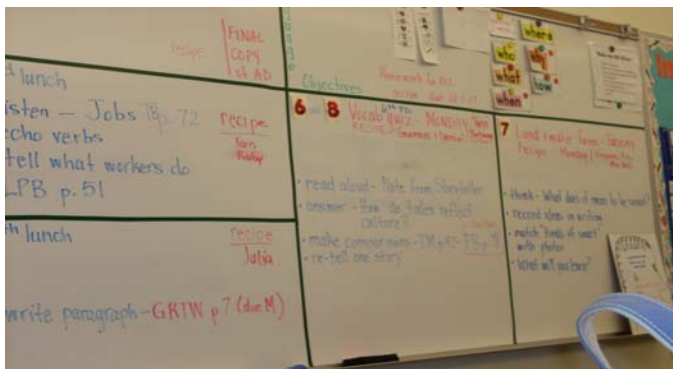


Figure 43 Photograph 12.03.07 #7.37.

The semiotic aggregate of Figure 43 shows that Ms. M has used colored numbers to depict the class period as well as to write the different information she wants the ELLs to read. Ms. M considers it best practice to write daily or lesson plan objectives somewhere for ELLs to read so that they know what they will do in the class. Because it is a white board and magnetized, Ms. M uses magnets to hold word cards on the board in the upper

right margin, in the ideal, new area of information. In reality, Ms. M has the ELLs use the cards to ask questions of each other and to identify words in their reading. Participant commentary of Figure 43 shows how the various participants viewed the white board and Transcript 12.03.07 C7.1–C 7.10 provides Ms. M's rationale for information placement.

Participant commentary of Figure 43

MJ: I read it sometimes.

HL: I look for homework, assignments.

RS: Sometimes I look at the boards to see what to do.

Ms. M explains how she wrote her content and language objectives by class using colored electrical tape which will peel off. She adds

You know I was writing more than one day, more than one day's objectives, although I do think the ideal would be to just write the day's objective. But for me it's a time constraint, sometimes I'll put more than one day up there. And often times I'll have a student read that before we even start class, as a reminder, this is what we're going to do today, or, the next couple of days. So, I think it is effective. I think it's a suggestion I would make to content teachers as well.

So if it's science and they are studying the parts of the flower, that would be the content objective, and then how are they going to do that, through writing, maybe they are going to do partner work, what's the language expectations so I think it serves a good purpose (B. Murry, personal communication, December 3, 2007).

In her conversation Ms. M alludes to time constraints and impermanence of the inscriptions on the white board. ELLs know they are changeable so, they check them when they want to know what they have to do.

In the period 8 class the ELLs respond to my question about looking at the white board when they look at the picture of the class objectives I took. Participant commentary of the white board objectives reveals how they communicate and interact with Ms. M to understand what to do in the class.

Participant commentary of objectives in Figure 43

D: I don't look at the white board objectives; I just do what she tells me.

Em: I like information on the board to tell us what to do. It make it more fun so we don't have to ask.

Ty: I check it out; I like it.

Thus, I see in December that some of the ELLs are aware of the purpose of the objectives, as Ms. M has explained, and they are using their surroundings, in this case the inscriptions on the white boards to help them in their cultural and literacy practices, regardless of their English proficiency.

In December, my visits also revealed a deepening of participants' personal fronts and more activity involvement showing different creations of *withs* as well as a platform event in period 7. For this reason I look at activity involvement in the next part of my geosemiotic analysis.

Activity Involvement

Goffman's activity involvement (1971) includes looking at how participants interact as *withs* or *singles*, at how they move around to interact, and at the body gloss and body language involved in the discourse in specific places (Scollon et al., 2003). On my first visit in December, I noticed the ELLs continued to move around the room to get materials, but that it was Ms. M who primarily moved around to help students and to

access materials. This is evident in Figure 44 and Figure 45. In Figure 44, Ms. M is seated with MJ, the only ELL in the class at that time since the other students were absent. Both participants are writing.

The semiotic aggregate in Figure 44 shows Ms. M and MJ as the focal point, with eye vectors looking down at their hands and the activity they are doing. MJ is working on labeling pictures of landforms to review for a test she will take the next day. Ms. M is writing. Ms. M's comments in her participant commentary support how she moves around the room according to how she feels and what message she wants to project to the ELLs.



Figure 44. Photograph 12.03.07.

Participant commentary of Figure 44

Ms. M: I'm journal writing. I could sit at a desk in front and model. Now I just sit at a desk. It sends a different message—It depends on the class if I'm comfortable sitting with them or not.

The next picture, Figure 45, taken later in the class, shows Ms. M at her laptop to the side of the room.



Figure 45. Photograph 12.03.07.

The semiotic aggregate of Figure 45 shows Ms. M's body language. She is kneeling down, with one leg ready to move. At the same time, this position allows Ms. M to have her hands and eyes almost level with the laptop screen. I framed Ms. M's activity as the dominant activity in the center of the picture. This picture also shows MJ sitting at her desk to the left in the margin, in the real, given information area as a subordinate activity in the class. There is an overhead projector against the white board in front of the room, uncovered and waiting for use. Ms. M uses this at times to show transparencies of information in the High Point book the ELLs use. Participant commentary of Figure 45 shows how Ms. M and MJ are conscious of each other's activities.

Participant commentary of Figure 45

MJ: Ms. M is at computer to write something.

Ms. M: I'm kneeling at the computer. It's me without my chair. I got up to search for something on the computer while the students are working.

That day, the period 8 class is also a small one in the beginning like the period 7 class was, because some of the older students have gone on a field trip. As Ms. M explained what the students would do in the class I had the opportunity to see how students and Ms. M move around in the class. In the first instance, Ms. M talks about a

story they will read that day. Ty gets out of his seat and moves to the traveling bookcase of materials back by Ms. M's desk and rifles through one of the High Point books. Ms. M is holding a book as she talks about a story that takes place in Ghana. D becomes so excited to hear a story in English from his own country that he gets up suddenly to go to look at her book, and upturns his chair. Meanwhile, Ms. M gatekeeps Ty as he searches for a story he thinks matches the one Ms. M is talking about so he can tell her he has already read the book. This activity is seen in Transcript 12.03.07 C8.23–C8.41.

Transcript C8.23–C8.41

C8.23–Ms. M: Yeah, I mean people were talking about them. These dumplings, so your mom is on to something with this recipe. [They were talking about recipes of food families brought to the ESL Family Night program earlier in the year.] Ok, alright, two, three things that we have to do; two or three things we have to do. Um, we're, we are going to read a folktale from Ghana.

C8.24–Ty: Wait is this the one about that boy xxxx I forgot, I read it in the book.

C8.25–Ms. M: We haven't read it yet.

C8.26–Ty: I read it by myself.

C8.27–Ms. M: Oh, fat men from space?

C8.28–Ty: No.

C8.29–Ms. M: No.

C8.30–Ty: Um, wait, keep talking I'm listening. (He gets up and goes

to a book shelf where the textbooks and readers they use, in class are kept. Then he leafs through the book to find it and takes it to her)

C8.31–Ms. M: Wait a minute, Fat Men in Space, that’s the next story we’re going to read. I didn’t get it from our text book I got it from a different book.

C8.32–Ty: Darn it. Xxxxx Is it um, (looking in book)

C8.33–Ms. M: We read the Storyteller and the Clever Goatherd. You remember?

C8.34–Ty: Wait I can’t find it. Oh yes, the wise son.

C8.35–Ms. M: Oh, let me see that. (Ty brings the book over to her.)

C8.36–Ty: Cause it’s in Africa. (He is reading from his book he has opened.) In the country of Ghana there once lived a man who had three sons. One day before he left a long journey, blah, blah, blah, blah, blah.

C8.37–Ms. M: Oh. Um, I don’t think this is it. I don’t think it’s the one I copied. No this is from Ghana, but this isn’t the one I copied xxx. (D had gotten up suddenly to see the stories from his country.)

C8.38–Ty: Oh, ok.

C8.39–Ms. M: (She is smiling at D.) D you are wrecking the furniture. Do you do that at home? Do you just throw the furniture on the floor at home?

C8.40–D: No.

C8.41–Ms. M: You know I’m kidding you, right? (She shows him the story in book.) Do you know that story? Have you heard that story before? They cooked and ate their eggs. The youngest boy EBO gave his eggs to his mother who put it under a hen to hatch. Many months later he prepared a great feast, with many chickens and many eggs. So the first two boys just . . . (She continues reading the story to the boys.)

I found it was typical of Ty to challenge Ms. M and others in the class when they were doing something. Here Ty thinks he has already read the story and wants to show it to Ms. M. She proves he is wrong, and in the process gets D excited to see a story written in English from his own country. Both boys move out of their seats in the exchange to other parts of the room and to Ms. M. At first Ms. M is creating a platform event as the reader of the folktale center stage. But as first Ty challenges and she must gatekeep his movement and then D becomes involved as he rushes over to Ms. M’s seat it becomes evident how dialogic the interaction is as well as how movement and conversation can change a platform event with Ms. M acting as a *single* into to separate *withs*, Ms. M and Ty as he talks about a story he has read and searches for it in the book, and then Ms. M with D when D joins her at her seat to see the story she is holding and she jokingly talks to him about his movement. Figure 46 shows Ty’s searching for the story in the book.

The set of semiotic systems depicted in Figure 46 shows Ms. M seated and looking up at Ty as he skims through his journal notes of his readings in class to find the

story he is talking about. The dominant activity in the picture is Ty's search for his story and Ms. M's questioning him. The subordinate activity is D playing with a marker, as he listens to Ty and Ms. M talk as a *with*. Participant commentary of Figure 46 reveals Ms. M's reaction to Ty and how his personal front as the challenger is understood in the class. As a result of Ty's constant challenging of others in the class his movements bring suspicion from others as to not only what he is doing, but why he is doing it.

Participant commentary of Figure 46.

Ty: I was looking for a story I thought I read—The African Folktale. Ms M is looking at me.

Ms. M: I'm suspicious of Ty, he is out of his seat looking in a book.



Figure 46. Photograph 12.03.07 #8.52.

Later in the class when the girls return, they join with the boys to illustrate their understanding of an idiom Ms. M has put on the board. She feels they should understand what it means and encourages them to use their strengths, in this case—art—to help them make meaning of the expression. Ms. M uses the exercise as a platform event to act out what she means in Figure 47. The semiotic aggregate of Figure 47 shows Ms. M's enactment of the idiom food for thought as she acts out her head eating something in the center of the picture. Her body gloss is unusual so it captures some of the students'

attention. This is the dominant activity. Looking at and listening to her, is the subordinate activity, and writing on the white boards is the main activity. In Figure 47 Ty seems to have an idea what the expression means so he is involved in the main activity of writing it out. Em and D and RS are not as sure, so they are involved in the subordinate activity of listening and watching what Ms. M does to help them understand the idiom. Participant commentary of the ELLs' perception of the activity in the picture revealed how D liked having the smaller class in the beginning, as well as how some of the ELLs did not understand and were trying to make meaning of everything.

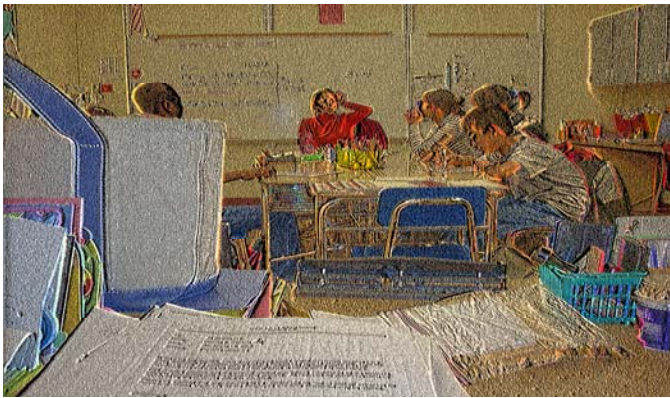


Figure 47. Photograph 12.03.07.

Participant commentary of Figure 47.

D: I liked a smaller class that day.

Em: Ms. M is explaining something we don't know, trying to act it out. Me and D are paying attentions.

Ty: She's showing us the idiom—about food for thought.

Ms. M: I'm acting out a brain eating food, the idiom.

Transcript 12.03.07 C8.61–C8.74 shows another example of dialogic interaction in the period 8 class. Here, Ms. M's perception of Ty's personal front is seen in when Ms. M models coming up with another example of when to use the idiom food for thought. I

also saw that Ty's impatience and dislike of silence helped promote his personal front as an immature though bright ELL challenger.

Transcript 12.03.07 C8.61–C8.74.

C8.61–Ms. M: Ok. I'm going to try to come up with another example.

C8.62–Me: For food for thought?

C8.63–Ms. M: Mhmm.

C8.64–Me: Mrs. P's suggestion to sell the cookbooks was food for thought.

C8.65–Ms. M: (She said the words 'was food for thought' the same time I did). Uhuh.

C8.66–Ty: No it wasn't.

C8.67–Ms. M: Now remember idioms you can't just take them word by word, because they, right. It's not like your brain can eat food in other words. So you know it can't be a literal translation of this. It's an expression that really means something else. (There was a moment of silence as everyone was thinking)

C8.68–Ty: This is boring, nobody's talking.

C8.69–Ms. M: You don't have to talk Ty to be entertained. Entertain yourself inside your brain. Xxx More food for thought. Ty you probably have a whole dialog that goes on inside your head all the time. Right?

C8.70–Ty: (He laughs.) Sort of.

- C8.71–Ms. M: Uhhuh. (Papers rustle.)
- C8.72–Ty: How many points is this?
- C8.73–Ms. M: Five points. Five points, uh ohh, here they come. (The ninth grade girls enter the room.)
- C8.74–Ty: Welcome.

Ty uses conversation and movement to create opportunities to engage as a *with* with others. This is evident in Transcript 12.03.07 C8. 68–C.8.73 above and later when he acts as translator for RS in Transcript 12.03.07 C8.80–C.8.110. When Ms. M talks to the girls about their field trip to the vocational education center that presents different opportunities for students to learn about different careers, Ty continues to try to join in the conversation. At times, the others accord him civil inattention when he makes comments that are irrelevant such as in turns C8.97, C8.99, and C8.102 until Ty is able to label Em’s career field she is trying to describe in turn C8.105. Then he gains access back into to their *with* and their attention. This is similar to what happened to Lu when Ms. K was working with Tu creating a power point. Irrelevant, inappropriate comments are met with civil inattention as a gatekeeping device, while relevant, appropriate comments gain a participant access into a *with* in the ESL classroom. At the same time, D is content to listen as a *single* during the conversation. The pattern that Em follows in this conversation, of according Ty status as a *with* in some situations and not in other situations, is repeated throughout the study. I examine it here since it also shows Ty’s willingness to ignore civil inattention as he tries to gain entry into the various *withs* created in the classroom throughout the year.

Transcript 12.03.07 C8.80–C8.110

- C8.80–Ty: All the ninth grader went, is that what you were going to say? All the ninth graders went.
- C8.81–RS: (She speaks Chinese to Ty.)
- C8.82–Ty: All the ninth grade students got back.
- C8.83–Ms. M: Yes, but RS I thought you weren't in school. (Ty translates in Chinese.)
- C8.84–RS: (She speaks first in Chinese and then Ty talks back in Chinese before she speaks) Yeah.
- C8.85–Ms. M: Well the way it comes up on the computer, when I look on the computer it says absent.
- C8.86–RS: I go in Bethany class.
- C8.87–Ms. M: Oh, ok. Alright, so I don't want to mark you absent. If you were really here. What about S was S here?
- C8.88–RS: (She talks in Chinese to Ty.)
- C8.89–Ty: What, S?
- C8.90–Ms. M: RS, was S on your trip? Em? (Em has now come into the room as well.)
- C8.91–Em: Nope, I didn't see him.
- C8.92–Ms. M: Ok, he really is absent.
- C8.93–Ty: Well now, absent people you just missed a big part, right up on the board. Help yourself. (Chinese is spoken.)
- C8.94–Ms. M: Between the three of you, you only had to come up with

- one. xxx Alright, tell us about ICTC.
- C8.95–Em: It’s really fun, but no way my dad will let me go there.
- C8.96–Ms. M: No, why?
- C8.97–Ty: I’m gonna work there.
- C8.98–Em: My dad want me be a doctor, even I don’t think I can because it is so hard to be a doctor. And he says, I don’t care Em you are gonna be a doctor (She laughs) or surgeon.
- C8.99–Ty: I cough a lot you know. Tell him that. xxx
- C8.100–Em: He say just do your homework first. I’m gonna think up with the money. I said, ok.
- C8.101–Ms. M: What would you do if you went to a school like ICTC?
- C8.102–Ty: Costs a lot.
- C8.103–Ms. M: What would you choose?
- C8.104–Em: I would choose a building things. I would build my own house. Xxx
- C8.105–Ty: Architecture?
- C8.106–Ms. M: Hmm?
- C8.107–Ty: Architecture.
- C8.108–Ms. M: Architect.
- C8.109–Em: Yes, that’s what.
- C8.110–Ty: Cool.

This pattern of seeking opportunities to gain entry into various *withs*, such as the one above and later in the class as Ms. M explains what they have been doing, causes Ms. M

to do constant people processing and gatekeeping as she explains the activities to the rest of the class.

Later in the class, Ms. M gatekeeps Ty's inappropriate interruptions in conversations and Em mocks Ty in Transcript 12.03.07 C8.176–C8.203 in Appendix P. In this instance, Em responds civilly to Ty's interruption, providing clarification. But Ms. M orders Em and RS to tell Ty to stop talking when he interrupts Ms. M's illustration comparing Em to RS. Ty's exclamation of 'what?' with nothing afterwards shows his dawning understanding that Ms. M wants him to be quiet and let her have a conversation with the two girls without his participation. As Ms. M continues to explain comparisons to RS with Em's help she alludes to drawing something on a white board to illustrate her ideas. When Ty interrupts again to ask what is a white board, Em's laughter shows she thinks he is showing his ignorance of something, quite a contrast to his usual 'I know the answer' attitude. This is part of his interaction pattern of challenging or talking without thinking just so he can be a part of a conversation.

My second visit in December was right before their break for the holidays. Ms. M had rearranged the desks in two rows of three facing the board at the front of the room. The students in the period 7 class were wrapping their cookbooks with the recipes they had typed and made into booklets. Ms. M gave out grades to various students. MJ was reading the cookbook. At this time RS is in both the seventh and the eighth period classes. RS was making a card and spent a lot of time with a translator trying to figure something out. She stood in a corner of the room away from all others. This is seen in Figure 48. The photograph also shows how the room has been decorated for the holidays.

The semiotic aggregate of activity in Figure 48 shows the materials for card making and for wrapping the cookbooks which was the dominant activity in the class. RS's working as a *single* with her translator is a subordinate activity. The Christmas tree and garland in the ESL classroom belong to Ms. M. Ms. M looks at the picture of RS working by alone and states, "That's RS off by herself to use her translator. She didn't connect with period 7 or 8" (B. Murry, personal communication, December 20, 2007).



Figure 48. Photograph 12.20.07.

In Figure 49 Ms. M talks with HL who had been standing by himself looking at the cover design of their cookbook. While other ELLs are working on their cards and wrapping their cookbooks, HL wonders why Ms. M choose the particular design she did for the cover, telling him, "This boy is leaving, so we are featuring his artwork on the cover. When you leave, we will do the same thing" (B. Murry, personal communication, December 20, 2007).



Figure 49. Photograph 12.20.07.

The semiotic aggregate of Figure 49 shows the stacks of cookbooks and Jim standing in the center looking down at something as he works. MJ is also looking down at something she is working on. The body language of HL with his head tilted down and close to the cover, shows his engrossment in the examination of the cover and Ms. M's eye vectors and tilted head shows she is looking at him and the cover of the cookbook he is holding. The dominant activity of the class is represented in the picture, the creating of cards and wrapping of the cookbooks. A subordinate activity is HL's conversation with Ms. M about the cover. A side activity is the option Ms. M gave the ELLs of watching the video Hook as they did their work. This is seen in Figure 50. Participant commentary of the various photographs taken in the class reveals the ELLs' perceptions about the various activities they had.

Participant commentary of Figure 49

Jim: I'm looking for a card, talking to another student about the soccer game we'd won (Indoor).



Figure 50. Photograph 12.20.07.

The semiotic aggregate of Figure 50 shows the movie *Hook* on television in the back of the room. The ELLs have the option of watching it as they create their cards from the box of old Christmas cards and winter cards Ms. M has collected through the years. The box is in the center behind MJ on one of the student desks. RS is turned watching the video, the side activity in the class, while MJ and HL are working on the dominant activity. The Wall of Fame bulletin board in the right margin shows a variety of Christmas trees ELLs have made as decorations. Participant commentary of Figure 50 and the activities of the class reveals the different personal fronts of the ELLs in December.

Participant commentary of Figure 50 and parts of the room

MJ: I just decorated my gift. The Wall of Fame is decorated with symbols of Christmas.

HL: I didn't watch the movie. There are Christmas trees on the Wall of Fame.

Ms. M: RS was the only one watching the *Hook* video. The fuzzies were out in it.

I have to get a new one (TV) this summer so right now I borrow the roving one. The schedule is crazy this week so this gives guidance to the students so they know when they go to class and when they eat. I hung the garland

on the white board to decorate for the holidays. I think students like it.

Some wondered why, though. The Wall of Fame is an attempt to link art with Christmas and a story about helping others from my period 6 class.

Jim: I liked how she decorated the room but don't see reason for it, just wasting money. I liked the box with card things. Sweet! In the regular classes here, I never sit in the same place in the room, but move around and take whatever seat is available

RS: I watched movie in ESL class, liked watching it. I work by myself. I liked using materials from the box on the desk. The Wall of Fame is with trees, Christmas trees.

RS's perception of herself as working alone and watching the movie as her dominant activity shows she is outside most of the main class activities because of her lack of understanding English and as Ms. M pointed out earlier, she had never connected with these students except as translators in class. Jim's comment about movement supports his personal front as the mover, as he looks at the room and all that is enacted in it. He likes making the cards, using physical means to communicate what he wants to say as he cuts objects and attaches them to his card to his mother. The cards will accompany their gifts of the cookbooks. Jim's code preference in visual items is different from Ms. M's based on cultural and religious differences. He does not understand why she would bother decorating the room with garland and a Christmas tree, thinking it a waste of time and money, even though it looks nice. HL and MJ show their preoccupation with the task at hand in their comments.

Period 8 also gets to make cards and wrap their cookbooks as they watch the movie. Figure 51 encapsulates the activity involvement in this class. The semiotic aggregate in Figure 51 shows the central activity is making the cards at this point, as all except Ty and RS are busy with objects cutting and gluing. RS is watching the movie *Hook*, which she has never seen and Ty is drawing something for RS on her translator. Ms. M is turned toward the movie and the ELLs as she looks for materials for S to use. S is watching the others work since his brother in an earlier class had wrapped their cookbook and made a card. All activity is enacted within social distance of all participants. The participant commentary of the participants' understanding of what they were doing in the photograph supports the activity involvement I have described.



Figure 51. Photograph 12.20.07.

Participant commentary of Figure 51

Em: I see RS watching the movie, me working on the cards and other people doing their own stuff.

Ty: We're making our cards. I'm still drawing it, others finish cards, RS is watching tv.

Ms. M: I'm pulling out material to give S ideas.

When I asked the ELLs to provide participant comments on other photographs, some of the students alluded to choosing their seat in class based on where Ty was seated. This positioning of self in accordance to others was very important to S. He said, “As for the seating, I usually try to sit not in the same seat but far from Ty. I try to be patient, but I am really fed up with him” (S. Tall, personal communication, December 20, 2007). In another picture S saw himself seated beside Ty so he added, “I sat beside Ty but he still bugs me, even though I am working independently gluing and cutting chimney on card” (S. Tall, personal communication, December 20, 2007). S is a ninth grader who likes to talk and reflect as he learns. As I described earlier, Ty is an energetic vociferous seventh grader who can act very immature as he tries to gain attention and join the instructional *withs* in the class. This causes a personality clash so that S’s solution is to sit as far away from Ty as he can without openly showing his antagonism.

So far in the examination of discourse in time and space at Site B in December, examination of the semiotic aggregates in Site B period 7 and period 8 highlights information modality, and how the ELLs’ and ESL teachers’ personal front deepen both with their materials use, activity involvement, movement, platform event activity and seating choices. The information modality on the bulletin boards is based upon what the ELL perceives as important or needs, even though the ESL teacher may code the information in ways she thinks will draw the students’ attention to it. The participant personal fronts that are developing use (a) materials in ways that show the ELLs are aware and understand that the white boards can help them understand what they are to do in the room, (b) movement around the room to get materials like MJ in period 7 and Jim in period 8, (c) activity involvement to show the different creation of *withs* and *singles* as

well as civil inattention in platform events and in regular classroom instruction, and (d) positioning of self in accordance with others in the various activities through seating choices.

In January, Ms. S joined the period 8 class as the new ESL teacher for Ty, Em, D, and S. Because her style of teaching and personality were very different from Ms. M, I found ELL personal fronts affected and have separated the next months in my geosemiotic analysis to best show the differences.

Site B January

Emplacement and Room Design

Once again, in January the situatedness of materials, in this case the desks and books and computer, reveals how change affects discourse. At my first visit in January, the seventh period class has only three ELLs in the class, RS, Jim, and HL since MJ is absent. Ms. M has rearranged the desks and put a table in the front for some of her materials as well. The teacher's desk and the teacher herself are in front of the room and she moves around to each student's desk. During this class the ELLs listen to a CD about Art Smart Authors and why they chose the art they did for their short story. Students listened to the CD and then took turns to read the story out loud.

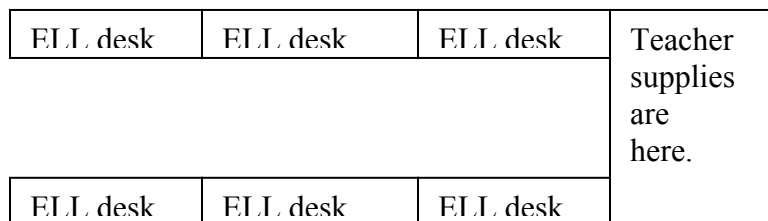


Figure 52. New desk arrangement.

Ms. M described the new rationale for the arrangement in her journal on January 4, 2008, telling me she wanted to be able to walk through where the ELLs were to help them and

have materials close to the ELLs. Instead she felt uncomfortable because she felt they would see her back end as she worked with others, so she changed the desk arrangement soon afterwards. Here the impact of the room influences Ms. M so that she rearranges her room to suit a specific purpose and then changes it shortly afterwards when her perceptions of what she wants to do are not realized or she does not like the student response.

After listening to the CD the ELLs used white boards to write short summaries or to draw something they felt represented each author. Ms. M walked around the room to keep the ELLs on task and to clarify any questions. Her movement helped her gatekeep the ELLs, especially Jim and HL, as they worked. In Figure 53 we see Ms. M looking at what Jim has written.



Figure 53. Photograph 1.04.08.

The semiotic aggregate of Figure 53 shows a service encounter where the open book and Jim's work on his white board are the focal point for Ms. M, Jim, and HL. All eye and head vectors are turned toward Jim's hands, which hold a marker he has used on his white board. Ms. M's body gloss depicts watchfulness as she observes what Jim has done and listens to what he is saying. HL is actively involved in the activity as well. The personal space between HL and Jim is close and it is this proximity and the turn of his

head toward Jim that support their creation of a *with*, interested in learning what the other is saying in this activity. This was one of the few times I saw HL interested in what another student was doing. This time HL is a silent partner in the *with* with Jim as Jim explains what he has done to Ms. M. Participant commentary of the activity of Figure 53 supports my observations but does not include what I see about HL.

Participant commentary of Figure 53

Jim: Ms. M checks our work when we compared the two authors. I like the fact that she walks around to check things.

Ms. M: I'm working with Jim.

In the eighth period class, there are two new students, Sam and Katie, sisters from China, whose father owns a Chinese restaurant in town. Both girls are at the entering level of English proficiency, according to Ms. M. Because of the difference in all the English proficiency levels in the class, Ms. M has Katie and Sam doing one activity out of a workbook for beginning ELLs while the others work on a Language Assessment test that will give them practice for two benchmark assessment tests they will take later in the month and the year. Figure 54 shows where the ELLs are seated and how Ms. M has moved around to talk to a specific ELL as everyone works. D came in late and as a result, had to sit over by Ms. M's computer now that there are more ELLs in the room than desks. When the ESL teacher and ELLs checked the photographs taken during this class they had a variety of comments about the use of the classroom space and the seating as well as the activity involvement of the participants. Ms. M stated that she is not comfortable with D sitting by himself over at the counter top. This comment shows how Ms. M's room design impacts how she feels about the interaction in the class. The

isolation of one ELL because of a lack of desks and the great difference in English proficiency levels between the newcomers and the others caused Ms. M to ask her school district administration to send over one of the other ESL teachers to help her. No matter what they are doing, however, D, S, Ty, Em, and Ms. M are very aware of each other and the different activities that are going on around them. Ty's comment, "No, we had to get another teacher, also the English levels were too different" provides a glimpse into how unhappy Ty was at first with the new teacher (T. Tee, personal communication, January 4, 2008). Later in this chapter I show how the new teacher, Ms. S, has a teaching style very different from Ms. M and how she does not give Ty as much chance to interrupt conversation.

Ms. M's movement around the room to help the students is both polychronic and monochronic because she notices all the different things the ELLs are doing and she stops and addresses specific questions as they arise even when she is in the midst of helping a different ELL. She gives the help individually, one at a time, in a monochronic fashion.

Participant commentary of Figure 54 and other pictures taken 1.04.08

D: It was ok, sitting by myself with the High Point book. I liked doing it [the assessment practice test], I like to take notes, reading.

Ty: D is sitting at the computer. I saw him there and thought, they need more tables in this room. I didn't say or do anything. There is enough room now. No. We had to get another teacher, also the English levels were too different. We're all writing in our packet. I'm in deep thought and we're reading our High Point book, doing different work at the same time. It is ok. D still is sitting over there. (He came in late). The arrangement of

desks is good but I wish the room was a little bigger. The test packet assessment was a painful test, long with lots to do.

Ms. M: D is at the computer. He came in late and so he is working at the computer. It happened more than one time until the class split up. He was willing to sit there. I felt he was not part of the group when he sat there though. I'm talking and working with students.

Em: That was the first day we had 2 new students. I was working on a paper. Here we are spaced better, I sit on the same side mostly but it's not a conscious thing I do. I didn't notice there was not enough room and D was sitting at the computer. Ms. M is helping us with work we don't understand. I like that. I liked working on the assessment practice.

S: We were reading 3 poems by Gary Soto. Ms. M and I are looking at words to describe something in Arabic. I like how she moves around and works individually very humane.

Participant commentary also provides information about each person's perceptions of her/his personal front. S shows his personal front and how code preference impacts him in his comments first about how he and Ms. M look for words to describe something from the poem he can say in Arabic but not in English. He also likes Ms. M to give him the individual attention he needs to help him understand what he is to do. Many times in class, he would ask questions orally to gather information, preferring to discuss things out loud than to read or to write about something. This was much the same as Jim in the period 7 class.

At the same time, Em reveals her monochronistic working style as she lists first one thing she has done and then another. She likes to measure what she is learning and the assessment practice fits in with her idea of measuring learning and doing something of value so that she will do well on a future test. Ms. M's preoccupation with moving around to address individual needs while also being aware of all others and their placement makes her uneasy with the room set up, class size, and mix of ELLs with different English proficiency levels. It is hard for her to control what all the ELLs do in this instance. D's personal front is complex. He has stated repeatedly he likes and prefers to work in groups or with another, however, he also likes to read and think and write by himself. When he comes in late and must sit at the computer counter, he says he really does not mind, for it gives him the isolation he needs to do the reading and writing without distractions, yet it is close enough, within social distance, for him to ask for help or join into an instructional *with* with other ELLs. Ty's personal front is challenged by the test, which he described as so painfully long. In the next visit I observed another challenge to Ty's personal front when I saw how the new ESL teacher, Ms. S, did gatekeeping to prevent Ty from gaining entry to some of the class discussion. Figure 54 illustrates how the participants and the room have been impacted by the increase in ELLs with different English proficiency levels. It also shows placement of materials and the ELLs at the new desk arrangement.

The set of semiotic systems depicted in Figure 54 depicts Ms. M standing beside S, her body gloss showing she is intently listening to S. Sam, Katie, RS, Ty, Em, and D are sitting with heads bent looking down at their desks where they are either reading or writing. The garland above the white board is decontextualized emplacement at this

time, since the holiday is over and it does not index the Christmas or winter holiday vacation. Since the room is small, even though D sits at the counter along the right side of the room, he is still within the social distance of others. Figure 54 epitomizes the activity I observed on my visit, showing how Scollon and Scollon's (2003) place semiotics can indicate the social performances enacted in specific discourses of time and space, as well as how emplacement of materials, in this instance the desks and lack of desks creates situations where participants' personal fronts can be more readily seen and understood. At the next visit, the dynamics in period 8's class change. I observe how Ms. S does people processing and how she keeps the class moving at a faster pace than Ms. M does as well as a true platform event in Ms. M's period 7 class as I look at the social performance enacted in the ESL classroom.

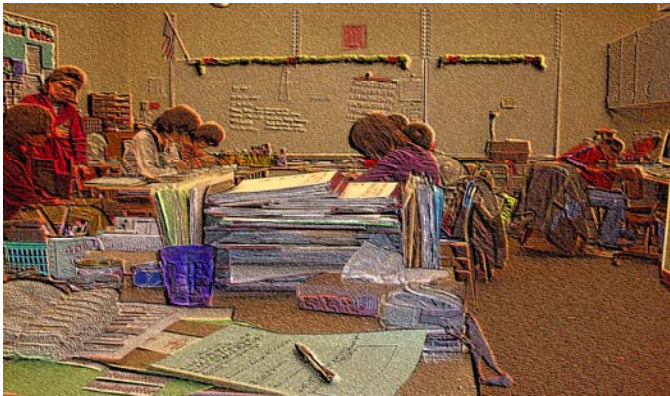


Figure 54. Photograph 1.04.08.

Social Performances

In this section of Chapter 5, I examine how the ELLs and the ESL teacher use their bodies to take on a social role performance in front of others so that they create their personal front and other participants can understand who they are in that situation. In the first true platform event that is enacted by an ELL at Site B, Jim in the period 7 class, gives a presentation about himself, using a picture he has drawn to embody salient

information he chooses to show the other ELLS and Ms. M. Jim also uses note cards with information he can look at as he speaks. His drawing is placed as temporary inscription upon the white board for others to see as he speaks. Figure 55 depicts the action I have described. The semiotic aggregate of Figure 55 shows a new ELL, Fred, observing what Jim says from a distance. Since Fred only comes to the ESL class when he needs to work with Ms. M, as the year progressed to the end of the semester, he was usually in the class when I came to observe. MJ is looking at Jim as he puts his paper on the white board. Jim's eye vectors and body gloss show he is placing his picture of himself on the white board, focused not on the other ELLs, but on Ms. M who is sitting to the far left, just off the picture, listening. In the left margin of the picture the traveling bookcases are visible. They have moved from back by the Wall of Fame board up towards the front of the room as Ms. M plays with the classroom design.



Figure 55. Photograph 1.04.08 #7.110.

Ms. M has also rearranged the desks so that they are all together again. By the end of January it is evident that Ms. M has still not taken the holiday garland down from the front of the white board, an example of situated semiotics becoming decontextualized that I mentioned earlier. Participant commentary of the comments of Figure 55 and other photographs taken that day shows two types of activity involvement and the impact the

change in room design has on how the ELLs perceive their surroundings, their activities, and themselves. First, ELLs and Ms. M listen to Jim as he presents his self-portrait. Then, Ms. M gives one ELL the state ACCESS English proficiency test while Jim and MJ take turns reading and discussing an article on communication. Fred writes in his journal and talks to me about his perceptions of the classroom design. Participant commentary of Figure 55 and other pictures taken that date are in Appendix Q. In the participant commentary, MJ's comments show how monochronic her learning patterns are, she does one thing and then she does another. She also is quick to point out if she values or finds the activity and information salient or not. I have described MJ as a fluid mover between tasks, since she is monochronic, she deals with activities as they happen then quickly and fluidly moves on to the next task. She is geared to getting things done and moving ahead as she learns English. In contrast, Jim, the mover who goes back and forth between different activities and people if allowed, does not progress as rapidly in learning English. The platform event gave him an opportunity to talk about himself, using English to explain his likes and dislikes and move around the front of the room to point out information on his drawing as he talked. Ms. M shows her awareness of others as she multitasks, giving Jim and MJ an activity to do, in support of what they have just done, and then preparing them for a future activity, watching the movie Groundhog Day the following week. When she is satisfied they will stay on task, she moves back to her desk which she has also changed in the room, and works with another ELL to give him the state ACCESS English proficiency test. Fred, a more proficient ELL shows his independence like Yo did at Site A, by maintaining a distance from the other ELLs

whenever he is not directly involved in their activity. Ms. M does not always expect him to be in the activity either.

In Period 8, I see a change in Ty's personal front as Ms. S comes in to teach the class. First, Ms. M is there to greet the ELLs. Then, she takes the newcomers, Sam and Katie, into another room next door, while Ms. S sits down by the desks in the front of the room to talk to the ELLs. Because Ms. S is teaching in a space that is not her own, she does very little to change the room design except "change desks if she needs to, to make them more interactive" (A. Sol, personal communication, January 30, 2008). She brings whatever materials she might need with her or uses the books Ms. M has been using with ELLs. Ms. M combines the two period 8 ESL classes into one on Fridays, since Ms. S has a class in another building. This means the two teachers need to keep in contact to discuss what they have been doing. They usually talk at the beginning of the class before Ms. M takes the newcomer ELLs into the room next door, or after the class, since it is the last one of the day. I sent Ms. S an email asking her the same questions I had asked Ms. M at Site B and Ms. K at Site A. Her responses reveal how cognizant she is to the fact she is using another teacher's space. She explains,

In my case the space was preset, but it is not rows. It is cooperative and communicative which is important. The students need to feel comfortable enough to speak in it for it maybe the only time of the day they get to speak. Since I strive for a balance of listening, speaking, reading and writing; that is uppermost in intentions for the physical makeup of the room. Stephen Krashen's Theory of Second Language Acquisition certainly guides room design. Acquisition requires meaningful interaction in the target language. The room needs to facilitate natural

communication between peer students as well as the instructor (A. Sol, personal communication, January 30, 2008).

For Ms. S, learning language is a communicative act that should create low anxiety for the student (Krashen, 2002). At the same time, it is easy to see how different Ms. S is from Ms. M. Ms. S speaks more quickly and is much more direct in her talk to each ELL. She does not allow Ty many opportunities to interrupt as she alternates between a service encounter and a conversational encounter as seen in the transcript 1.30.08 F8.1–F8.12 below.

Transcript 1.30.08 F8.1–F8.12

F8.1–Ms. S: I think I'll read something about last night. xxx Since Em and I are the two females in the group (she laughs) we will be one group and we will read what's on the left. And the gentlemen will read what's indented, which moves in. Alright? Ok. And it's entitled Wind because that's what we all experienced last night. So Em and I (Ty talks) Excuse me?

F8.2–Ty: This morning too.

F8.3–Ms. S: This morning too. Ok.

F8.4–Ty: We waited at the bus stop 30 minutes and the bus never came.

F8.5–D: Yeah.

F8.6–Ms. S: So then what happened?

F8.7–Ty: We freezed to death.

- F8.8–Ms. S: So how did you get to school?
- F8.9–Ty: Um, I defrost myself.
- F8.10–Ms. S: I mean how did you, if the bus never came, did your mom drive you, how did you get to school?
- F8.11–Ty: A bunch of friends gave us a ride to school.
- F8.12–Ms. S: Oh, that was nice. Ok, Em, are you ready? 1–2–3–go.

In this class, Ms. S came in and sat down by the ELLs and began to speak as she passed out a typed poem she had written about the weather the night before. She tells me later she is not sure how well the ELLs read or write, so she wants to do this choral activity in order to understand the ELLs. She has already noticed that of the three students (S is absent again) D is the hardest to understand because he speaks so softly and has the heaviest accent. After Ms. S and Em read their part D and Ty read their parts. Then Ms. S had the two groups switch and read the other parts by quickly asking them if the poem explained what happened to them the night before. They reply “yeah” and she explains that they have read a choral reading, adding, “And we’re talking about trying to close your eyes and fall asleep and you just couldn’t. Now we’re going to switch. Gentlemen you will start and Em and I will do what’s indented. So you are going to start with ‘it was’. Gentlemen, 1–2–3–go” (A. Sol, personal communication, January 30, 2008). Later she has D and Ty read opposite each other. Each activity is fast paced and thorough. She moves from the choral reading to a review of facts and opinions by asking D and Ty to define each one, then she discusses concrete versus abstract words. Transcript 1.30.08 F8.122–F8.128 shows how fast paced Ms. S keeps the dialogue, even when she has to stop and re-explain something to someone.

Transcript 1.30.08 F8.122–F8.128

F8.122–Ms. S: Now if we were skiers, we might have been very excited last night. We might have said, keep blowing wind because I want snow to come too. Now do we all have pencils?

F8.123–Ty: No.xxx

F8.124–Ms. S: I want you to take this word bank of seasonal words. And I want you to put a circle around six of them that you have a concrete idea in your head what it is, it gives you a picture.

F8.125–Ty: Only six?

F8.126–Ms. S: Only six. Also these are very concrete Pick one that is abstract, that we can't get a clear picture of . . . Abstract (she writes on the board) means you can not picture it in your mind. You read a word and say, hmmm, I can not come up with a picture. All right. Now, I want you to just talk to me, use your six words to kind of free talking, free thinking, get your concrete words in, and then get in that abstract word. Em, you're first. Just look at the words you circled and talk. I mean, I'm not grading it, just talk. I'm grading for participation, but . . .

F8.127–Em: Like talk anything about . . .

F8.128–Ms. S: Anything about what you see. What you've circled. You know you have pictures in your heads, I want you to talk about whatever the pictures were and then the abstract.

Now let's read the concrete words, where you definitely got a picture in your head.

In this fast paced exchange, Ty tries to maintain his personal front as the challenger in turns F8.123 and F8.125. Ms. S quickly answers him and keeps on talking, choosing Em to give the first examples instead of feeding into Ty's interruptive behavior by choosing him. Ms. S creates a conversational *with* with Em as she gives encouragement and draws Em's examples out of her as she thinks of the words she has chosen. When it is finally Ty's turn to talk in Transcript 1.30.08 F8.169–F8.170 he speaks hesitantly, not at all like he does with Ms. M, because the task is new and he is still unsure after the first 3 days, of having Ms. S as his new teacher, if he likes having her as his teacher. He uses his voice to distance himself.

Transcript F8.169–F8.170

F8.169–Ms. S: Really cold, ok. Ty can you do this?

F8.170–Ty: Yeaah.

Later, Ms. S has Ty go to the laptop and create a chart to go with the results of their Word Café Analysis they had done in another class. The ELLs had been given a chart in which to write as many words as they could in ten minutes. Ms. S took their list of words and broke them down into columns of words by the number of syllables they had and put it in a table for the students to see. Now, Ms. S asks Ty to take the information and make an excel spreadsheet for each student that creates a pie chart and gives a visual way of looking at the information and interpreting the results. Transcript 1.30.08 F8.261–F8.272 in Appendix S shows how Ms. S sets up an activity and assigns the task to Ty, showing polychronism as she works with two groups of ELLs at the same

time. She switches back and forth between the task she set up for Em and D and the task she gives Ty and helps him with at the computer. Because Ms. S does this, she is able to move between two *withs* at the same time, the one she creates with Ty and the one of Em and D. She stands beside Ty at the computer on the counter and turns to address Em and D who are seated at their desks as needed. Even when Ms. S discovers there are no dictionaries for the ELLs to use in the class because Ms. M has taken them with her to use in the next room with Katie and Sam, Ms. S is able to handle the situation, doing people processing as she works with the ELLs.

Thus far, in January, the participants at Site B have shown how change in the room design impacts the situatedness of materials, which in turn affects discourse in the ESL classroom. Ms. M continually rearranges her room for specific purposes, altering it afterwards if she does not like the student response to her room design change. The change in room design requires Ms. M to move around the room to gatekeep ELLs, especially Jim, HL, and Ty. Another change, an increase in student numbers with lower English proficiency than those in the 2 classes, impacts instruction and personal fronts of the ELLs. Ty's personal front is challenged with the addition of a new ESL teacher, Ms. S, who teaches differently and can effectively gatekeep Ty when he challenges herself and the other ELLs in the class. The use of place semiotics (Scollon et al., 2003) reveals how the emplacement of materials or desks in the classroom design creates instances where the ELLs' personal fronts are more easily seen and understood. Likewise, this month, there are observations that illustrate how the ELLs and the ESL teacher use their bodies to take on a social role performance to others. MJ is a fluid mover from task to task, monochronic in nature as she tries to complete one task after another. In contrast,

Jim, the mover, is ineffectively polychronic, going back and forth between activities and people whenever allowed. The platform event with the self-portrait gave him the chance to talk about himself and move around the room, pointing out information in the picture he had drawn to symbolize key ideas about himself. Fred, the more mature and proficient ELL in the class shows his independence from the others like Yo did at Site A, when he keeps a distance from other ELLs whenever not directly involved in their activity. The introduction of Ms. S, to the Site B period 8 class, illustrates how little a teacher can change space whenever it is not her own place. All Ms. S said she could do was change the desk arrangement whenever she needed. However, Ms. S did show how she could change the activity involvement whenever she did people processing in the snow poem choral reading and gatekeeping with Ty. Ms. S's social performance as an ESL teacher who can do polychronism enables her to move between two *withs* at the same time, the one she creates with Ty and the one she creates with Em and D.

In February, I visit the class two more times before I start my member checking of all information in March. The first visit in February Ms. S took a subordinate role in the class as she let the ELLs finish watching the movie Groundhog Day so that they could write an essay for Ms. M. I talk about these visits and my observations of the period 7 and period 8 classes in the next section.

Site B February

Activity Involvement

Activity involvement (Goffman, 1971) shows at what level a participant is involved in doing something in the ESL classroom. So far I have talked about the *withs* created in the ESL classroom now, I look closer at what happens as the participants enact

their social performances as they learn English. In February, the ELLs in period 7 and period 8 watched the movie *Groundhog Day*, the dominant activity during my first visit. During the period 7 class, Ms. M used her voice as a vector to signal and key the ELLs into important information they saw or heard. She also used her voice to clarify language or situations the ELLs saw. Figure 56 shows the activity clearly. It also shows how Ms. M continues to adapt to the availability of materials as she brings in a different television for the ELLs to look at and positions it in the front of the room. The last movie the ELLs watched, *Hook*, they saw from the television at the back of the room. Since she had mentioned having some difficulty with the television, it is not surprising she has switched and gotten another television from the storage conference room next door.

In the semiotic aggregate of activity in the ESL classroom in Figure 56, the ELLs are all watching the movie; unlike the last time they had the movie *Hook* to watch. In Figure 56 the dominant activity is watching the movie. The subordinate activity is Ms. M's explanation or running commentary that she provides to clarify what they see and hear. The students also have a story map on the white board explaining how to create a story of their own. Participant commentary of what the participants saw about Figure 56 provides insight into the activity involvement evident in the class that day.



Figure 56. Photograph 2.05.08.

Participant commentary of Figure 56

MJ: I liked watching this movie.

Jim: I liked watching it; we didn't do anything.

Fred: I'm watching TV movie called Groundhog Day. A story about a repeating day, it's getting different. It's boring to him so he learn very good things, like piano. After it I wrote a letter in someone's point of view about how he felt about it. I like watching videos in ESL, helps me to understand the film quickly. It helps me to learn English fast.

Ms. M: They were watching Groundhog Day. I wanted my students to understand more because of the language. So I would point out comments, like a commentary. Later I took advantage of their watching a movie to write objectives on the white board.

In this instance, Ms. M first provides some commentary and then writes objectives on the board. After the movie she hands out a paper and tells them,

Writing a story is. . . . But I gave you a little bit more description about writing.

A narrative because you are not just telling a story, you are re-creating a story.

Just like the characters in Groundhog Day, right? You kind of felt his pain of having to live a day over and over again. You felt his disappointment; you felt when he was going crazy right? It's because the, the author of the story

developed the story (bell rings). Bring this with you tomorrow and we'll talk

about it. Bring the other sheet I gave you yesterday too. HL, I want you to read

yours on your own. Did I give you one yesterday? (B. Murry, personal

communication February 5, 2008).

Here Ms. M builds upon the context she has given the ELLs through viewing the movie and the handout she gives them in order to set the scene for the next activity the ELLs will start the next day. She has gotten their interest and will try to keep them involved the next few days as they write another genre they will be expected to do on their PSSA test. Since Fred is involved in the activity, he sits with the other ELLs.

In the period 8 class, Ms. S came in and sat in the back of the room with me as the ELLs watched the movie. While Ty, Em, D and S watched the movie, Ms. M worked with one of the newcomer ELLs at her desk. This can be seen in Figure 57. In this instance Ms. M illustrates polychronism in the way she sets up one part of the class for one activity, which she monitors, while she does another activity in another part of the room.

The semiotic aggregate of Figure 57 shows two distinct areas of activity. The first area is by the television in the front of the room. The body gloss shows arms at their heads and the heads and bodies turned toward the television as they watch it totally engrossed. The second activity area is where Ms. M works with Sam. Ms. S is seated off to one side reading a book and occasionally watching the movie.



Figure 57. Photograph 2.05.08 #8.132.

As they watched, the ELLs in the period 8 class created *withs* with the action and actors in the movie through their comments that also reveal their own personal fronts. This was something the ELLs in the other class did not do. I show this in Transcript G8.1–G8.29 taken as they watched the movie.

Transcript G8.1–G8.29

- G8.1–Ty: Skin was really white, he was drinking too much.
- G8.2–Ms. M: He’s in a morgue, that’s where you go when you’re dead.
- G8.3–Ty: What do I write about?
- G8.4–Ms. M: What English sounds like, what makes it difficult? . . . Do you see how his personality is changing? His demeanor with people (Bill Murray’s character)
- G8.5–Ty: Yes.
- G8.6–D: (He laughs a lot at the sexual innuendos in the movie, showing he understands.)
- G8.7–Ty: Trying to save him every day (When Murray tries to save and older man when he dies.)
- G8.8–Em: (She laughs and speaks Chinese to Ty when she hears Murray say ‘You little brat you’ve never thanked me.’)
- G8.9–Em: (She laughs when Murray lights a woman’s cigarette after saving a man’s life with the Heimlich maneuver.)
- G8.10–D: He’s like a hero.
- G8.11–Em: (She talks Chinese to other girl.)
- G8.12–Em: What is it? (She says this when the girl in the movie

- screams, Wrestlemania!)
- G8.13–Em &D: Em talks in Chinese when another woman thanks Murray by kissing him. (D laughs.)
- G8.14–D: (He hears sexy music and laughs. Then when he hears how Murray and his girlfriend in the movie maneuver around another man who wants to join them, he talks out loud.)
He’s a fool .
- G8.15–D: It does look good. (When he sees the ice carving Murray makes of the girlfriend.)
- G8.16–Ty: (asks Em) Can you write xxx in Chinese because your writing is so nice. Mine isn’t.
- G8.17–Em: I don’t know if I can do this.
- G8.18–Ty: You did it with RS.
- G8.19–Em: (At the end of the movie) Different song.
- G8.20–Ty: What the ?
- G8.21–Ms. M: So, is it the same day?
- G8.22–Em: No.
- G8.23–S: Cause he got something different.
- G8.24–Ms. M: The people are gone, so what day is it?
- G8.25–Em: The next day.
- G8.26–Ms. M: What day is it?
- G8.27–Em: Feb. 3rd.
- G8.28–Ty: (later) Very long day (When Murray says how long a day it

is.)

G8.29–Ty: (later) Do we have to write a narrative?

In this transcript, the ELLs create *withs* with the movie as they make their comments, except when Ty asks Em to write something in Chinese because he can't do it very well. Because of the repetitious nature of the movie at this point, Ty is assuming the action will continue much like it has, except it doesn't near the end and Ty reveals his personal front of impatience and challenger with his comment "What the?" in turn 20. Ms. M does people processing when she asks if it is the same day or not. Ty is conspicuously absent in the next dialogue, letting the others help make meaning of the movie while he listens. Em and S are able to follow along and explain that because something is different the repeated day finally ends. D's comments in the movie, show his age and understanding of people's relationships when he laughs at the sexual innuendos and calls the one man a fool for letting the others put him down verbally. D's appreciation of art comes out when he critiques the ice sculptures and calls them good. The surprise is evident in the tone of his voice as well. In this group, the ELLs became welcome participants in the movie, asking questions, making comments as the movie progressed in class. At the end of class, Ms. M explains that the ELLs will be writing a narrative story based on a repetitious action they live over and over again. Ty once more tries to challenge and question what she is telling them to do but Ms. M accords him civil inattention as she ignores him.

During my last visit in February, Ms. M was absent, so Fred, MJ, and Jim wrote in their journals while the substitute teacher worked with the new ELLs. The new desk

arrangement Ms. M has made works well when the class is divided up to do two different activities. Figure 58 shows how the ELLs are busy writing at their desks.



Figure 58. Photograph 2.25.08

In the set of semiotic systems visible in Figure 58, the focal point is Fred writing in his journal at a desk away from where Jim and MJ work. This distance establishes Fred as working independently as a *single* rather than the *with* that MJ and Jim create by working on the same task.

As the year continues the ELLs reveal more of themselves through their inscription in their journal writing, both in their drawings and in what they say and how they say it. I look at this next as I examine how inscription reveals personal fronts.

Inscription Reveals Personal Fronts

Inscription, in place semiotics (Scollon et al., 2003) is the semiotic sign system recognized by a society that labels or gives information for others to see and read. Here, the labeling and marking in the ELLs' journals illustrates how their personal fronts are continuing to be created and supported. In the period 7 class, Jim describes in his journal what they have been doing with creative spelling. As Jim describes his activity he maintains his personal front as the mover in his description of doing work and then getting called to the office to get a detention for being late to school. He realizes that

when he is out of class he has missed some instruction, which makes it harder for him to understand what to do and catch up to the others. Jim's comments about the poem writing being a little fun because he could write about his friends and family show that situated literacy is important to him. His comments about the self portrait being a horrible experience is surprising because he did a good job explaining himself, talking about what he likes to do, and why he picked the symbols he did. At the same time it shows that he is aware of his strengths and weakness in regard to his artwork and how others may see it. His comment about typing his poem next suggests he is looking forward to that, because he feels he can type and when he does this it highlights and helps him correct his spelling. Jim's Journal 2.25.08 is in Appendix T.

In her journal MJ 's personal front shows she has continued to develop her capabilities to express herself and to work well fluidly transitioning between working as a *single* and as a *with* as the situation demands. She lists her activities in a monochronic fashion but also takes care to assure the reader she likes to do some of the activities like the self-portrait. MJ also says she was able to do all the activities all by herself and she liked it as well as when she worked with others. This ability to work alone without the need of a peer makes MJ and Fred both feel they are more capable English learners. MJ's Journal 2.25.08 is in Appendix U. In these two examples of journal writing, I see that the personal fronts that the ELLs have enacted during the school year in the ESL classroom continue to build upon the use of materials and how the individual ELL likes the material and activity as well as where they are performing their social roles in specific places at specific times.

In period 8, the ELLs' journals also reveal their personal fronts by the way in which each ELL tells me what he or she does and likes to do and is good at doing. Em writes what she does in her journal on 2.25.08, which is in Appendix V. She says she is getting used to having the new teacher and feels it is helping her understand how different teachers teach. Em also justifies why she does not have to do the persuasive essay like the others, stating she had learned it before.

D's use of inscription to include a dragon opposite his story describing the class activities in his journal on 2.25.08 reveals how he perceives the world around him as well. D's Journal 2.25.08 is in Appendix W. Here, D talks about liking each of the different activities he does, and about the thinking strategies Ms. S has him do that help him. He is paired with Draco, Em's younger brother and he tells me in class and in his journal he really liked working with him. Draco also enjoyed working with D and writes about it in his journal.

Draco's Journal 2.25.08

Ms. S had us read in high point book about fact and opinion then we split up into two groups. One groups prove dragons is real and the other prove dragon isn't real. My grope was the real dragon. I use a computer. I work with D. I like working and talking.

On Friday we have snow and we leave early.

Draco's optimism is evident in his next journal entry where he describes what he and D have been doing, and states their task is not the best and not the worst either.

Draco's Journal 2.29.08

I have been writing dragons in class. We have been working with partners. Me and my partners sat close on desk. Me and my partners work on computer too. I don't like writing, but brainstorm is fun. Dragon is not the best subject, but it is not the worst subject either.

Draco's personal front uses art and inscription in his journal to portray himself as someone who can see both sides of an issue and the good in everything he does. Another ELL, Sam, also portrays an optimistic outlook in her journal writings, which I examine in the next section of this chapter.

So far, in February, the examination of the activity involvement with the Groundhog movie and the writing activity shows how involved each participant is in an activity. The period 7 class was content to listen to Ms. M's subordinate activity explanations, while watching the movie (the dominant activity). The ELLs in Site B period 8, however, exhibited a side involvement, as they commented on what they saw throughout the movie. While the activity involvement revealed certain facets of each ELL's personal front, their journal inscriptions gave a clearer portrayal about who each ELL is and how they see themselves in the world. In the next section of this chapter, I take inscription a step further and look at how inscription and code preference within literacy practices help ELLs enact their social performances in the ESL classroom.

Site B March

Inscription and Code Preference within Literacy Practices

Scollon and Scollon (2003) explain that semiotic sign systems are geopolitically situated in the world. This includes what happens to inscription and code preference used

in an ESL classroom. In March, I began my checking of all the photographs with individual ELLs and they continued to write in their journals. It is through a closer look at inscription and code preference in the journal writing that I better understand the turmoil that Katie and Sam undergo as new ELLs living in a new culture. In her journal, Sam continued to try to express what she does and with what as well as how she feels about everything. In her February and March journal entries, Sam alludes to stories she has read about other ELLs who come to the United States and have difficulties learning English at first and about how those ELLs triumph at the end. She concludes that if they could do so, maybe she can too, even though she misses her hometown. The transcripts of Sam's journal entries 2.05.08, 3.07.08 and 3.18.08 are in Appendix X. Here, Sam is experiencing the difficulties that new immigrants feel in a new country—they start to notice the good and the bad, and miss what they have left behind (Storti, 2001). By using the information she reads and learns in English, Sam is able to give voice to her inner turmoil and longing, and to reveal her personal front to others.

S and Ty also take information from a story they read and build upon it to express their own thoughts and perceptions about life in the United States, revealing more of their own personal fronts. S uses his descriptions of a reading about Jackie Robinson to show his puzzlement at the racial prejudice he perceives in the United States. He writes very briefly and expands his thoughts with me at the end of class. S stated, "I feel all Muslims are lumped together and that they do not treat me like a Kuwaiti should be treated, after all we are on the same side as the Americans. I really do not understand and am hurt by this" (S.Tall, personal communication, March 5, 2008).

S's Journal 3.05.08

We used white boards and our High Point book. We read about how National baseball league treated African Americans. I expressed my feelings about racial prejudice.

Ty reacts more vividly in his journal to the reading and the idea of racial prejudice. He draws a picture of someone hitting a baseball right into someone else's face with very emphatic motions and expression.

Ty's Journal 3.07.08

We took a test on the story about Jackie Robinson. Pee-wee Reese helped him by putting his arms around Robinson. We wrote on the journals. We also looked at the riddles other people wrote and tried to guess what it is. The riddles got hung in the hallway. In the test we also used our book to look over. The desks are changed, maybe for testing. It's really weird. Yesterday we talked about baseball, I don't like it, but it's cool. I hate racist people.

Here Ty reveals his personal front through inscription and the art code preference when his drawing shows his anger against racist people. He also shows he is becoming more aware of his surroundings and is anticipating reasons for the room changes as he points out the desks have been changed, maybe for testing and it's really weird. He mentions he doesn't like baseball, but that is all right or in his use of slang, it's cool.

In all of these examples in March, the ELLs have taken reading material and related to it in ways that help them express themselves to others and enact their social performance in ways they and others can build what Savignon and Sysoyev (2002) call the third culture (C3) in the ESL classroom. In my summary I look at all of the

geosemiotic concepts that have been illustrated in my analysis of Site B and then relate it to Site A. Finally, I draw upon these summaries to provide implications for the field in areas of Pedagogy and TESOL.

Site B Geosemiotic Analysis Summary

In this chapter, examination of Site B provides an emic perspective of how an ESL teacher can use her classroom design to promote her personal front as facilitator of L2 learning as well as to support her idea of how ELLs need to learn. Ms. M's classroom design allows the embodiment of discourse in the two classes to be student centered and fluid by the material emplacement Ms. M does to meet changing instructional needs and the personal front she wants to present to the ELLs. The embodied discourse is also student centered because Ms. M moves around the classroom to help the ELLs, doing people processing and gatekeeping in the process. Likewise, the classroom design is student centered because she encourages the ELLs to go get the materials they need and to help each other. This last action is evident when Ty reminds D to study first and then take a test, or when Jim becomes the spokesman for his class stating which activity they would like to do first. I should also point out that because Ms. M's classes are larger than Ms. K's class, she had to do more people processing and gatekeeping earlier in the year than Ms. K did. At the same time, both the embodiment of discourse and the gatekeeping and people processing encounters show the developing personal fronts of the ELLs, Ms. M, and Ms. S that give depth to their personal identity kits (Scollon et al., 2003).

An examination of ELL code preference and inscription reveals how ELLs adapt to changes in their writing and speaking as they switch from their L1 to English. This having to adapt to different code preferences and inscription in L2 causes frustration for

some, like Jim, S, and Sam because it takes more time or is newer and harder for them to do. The inscriptions in their journals including their name choices, and their use of pictures to decorate the covers and to illustrate and support their writings, shows evidence of personal front development as well. Ty uses art to express his feelings—for relief for weekends and vacations, pride in his heritage or hatred of racial prejudice. D illustrates his stories to clarify and enhance what he has said. Em and Draco show ownership of their journals and the journal writing activity. Em does this with her repeated signature Emily Lynn on her entries, and Draco with his colorful inscription layered over RS's erased name and class period. ELL awareness of how code preference can handicap others is evident when Ty and Em say RS cannot understand if they talk in English.

Like Ms. K, Ms. M places important information on her bulletin boards and white boards for ELLs to see. She also goes over the material, pointing out salient facts throughout the year, unlike Ms. K who only does it at the beginning of the year. At Site B, the modality and salience of information is noticed—with some ELLs more aware of this concept than others. Even RS, who knows little English, is aware of the need to access information from the white board in order to help her understand the cultural practices within the ESL classroom. Some ELLs refer to the white board when they feel it has changed; denoting current saliency; while others like Jim, look at it at certain times of the week, when past practice has dictated there may be something required of him.

The activity involvement at Site B also includes marker use and builds upon the other types of encounters such as people processing and gatekeeping that have been recorded and analyzed earlier. Thus, activity involvement shows the participants are actively engaged in movement and interaction that is dialogic interaction (Bahktin, 1982)

creating a dynamic C3 in the ESL classroom. At Site B, Ty's constant attempts to join *withs* whether through his overt challenges to statements or talking without thinking that open him to ridicule of others, and Jim's comments that keep the conversation moving or his own movement around and outside the room, all impact the ecological discourse. At Site A, Lu's constant interruptions during the platform event and frustration when she cannot physically show how to use the computer reveal how embodiment of discourse is impacted by material use. Both Ty and Lu were willing to some extent to ignore civil inattention others directed to them, so great was their desire to join an instructional *with*. As a result, examining activity involvement of participants' interaction provides another way to deepen understanding of the interaction patterns and to determine how this in turn affects the cultural practices in the ESL classroom. Ms. M's constant rearranging of materials, even bringing in another television when the one in the room does not work, shows her willingness to adapt the space as a crossing of cultures and materials to enhance L2 learning. On the other hand, gaps in conversation can also denote a type of activity involvement. Two examples come to mind. The first example is when Lu finally realizes Ms. K, Tu and JD do not want her to interrupt the way she has been interrupting as they discuss making a power point presentation. The second example is when Ty misunderstands what is happening at the end of Groundhog Day movie and thus becomes silent and listens to what S and Em say to describe how the movie ended.

Emplacement and room design issues and considerations are emphasized in the constant comments Ms. M makes about student desk changes and the traveling bookcase she moves around the room both to enhance interactions between all participants and to make the materials more accessible. As more ELLs come into period 8, Ms. M finds she

needs to teach two different curricula to the participants, and she changes the desk set up to help her do that. At the same time, she is able to go to the administration and justify having another ESL teacher come and teach the more advanced ELLs while she works with the newcomer ELLs Sam and Katie.

Eight categories in the geosemiotic analysis of the junior high school ESL class embodiment create social performances that help each participant show their personal front to others. This in turn helps them learn L2 and/or show how they feel about themselves and their cultural and literacy practices in the ESL classroom. Table 6 shows the situatedness of the geosemiotic analysis components used in this study.

Table 6

Summary of Site A/B Geosemiotic Analysis of Discourse in Time and Space

<u>Analysis Component</u>	<u>Oct.</u>	<u>Nov.</u>	<u>Dec.</u>	<u>Jan.</u>	<u>Feb.</u>	<u>Mar.</u>
<u>Seating Choice, Emplacement, Room Design</u>	A/B	A/B		B		
<u>Body Gloss</u>	A	A	B			
<u>Activity Involvement</u>	A	A	B		B	
<u>Marker Use, Personal Front Development</u>		A	A			
<u>Information Modality</u>		A/B	A			
<u>Platform Events</u>		A	A/B			
<u>Movement Mapping</u>		A	A			
<u>People Processing /Gatekeeping</u>	B	B			A	A
<u>Embodiment Discourse</u>	B	B			A	A
<u>Code Preference / Inscription</u>	B	B				B
<u>Social Performances</u>				B		

Social performances in platform events and during the classroom interaction show how participants use body gloss and body language to portray their personal fronts as well. Ms. K and Ms. M use their body to illustrate ideas. Ms. K strikes a glamour pose and Ms. M acts out her mind eating words for the idiom food for thought. Lu uses body gloss to be a glamour girl; Jim moves around the room to sharpen his pencil, to sign out to go get a drink while RS and HL stand off by themselves to work as a *single*. All of these are social performances distributed over time and space in the ESL classroom.

Research Questions Revisited

So how, does the use of a geosemiotic analysis help me answer my two research questions? In this section, I look at each question separately to answer them. In response to my first question: how do the ESL teachers, and the ELLs and the classroom space co-construct the cultural and literacy practices of the ESL classroom? My analysis shows that the ESL teacher and the ELLs use the ESL classroom as an ecological totality, so that the materials, and the room itself help structure the interactions that take place within it. In this geosemiotic analysis the ESL teacher's room design structures the item emplacement and embodiment of discourse.

Within the embodiment of discourse, there are several things that were revealed. First, the ESL teacher's perceived personal front and circle of self impact her placement of materials and use of materials as well as her movement around the room to help ELLs. At Site B, Ms. S has less influence on material emplacement than the other two ESL teachers since she teaches in a room that is not her own. She does, however, have choice in material selection and desk arrangement. All three ESL teachers see themselves as facilitators of L2 learning for their ELLs. When given the opportunity, ELLs also use

markers to create their personal front to others. Second, the room design also impacts how the participants move around the room, toward Ms. K for information and assistance at Site A, or to get materials or to go to the board at Site B. Third, modality of information may differ by culture, but the main factor is need, according to the data collected at both sites. Fourth, inscription and code preference in journals and other writing influence how well ELLs perform and express themselves to the teacher and others. Jim and S voiced much frustration in having to switch code preferences from Arabic to English in their writing. Fifth, examining activity and interaction through platform events and other social performances provides a way to see that each individual in the ESL classroom takes opportunities to present personal fronts to others that allow them to connect or maintain a distance to others. Distance to others and the maintenance of *singles* for RS, Yo, Fred, and HL worked together to create the cultural and literacy practices that exist in the ESL classroom. In RS's case she never connected to the other ELLs except to use them as translators. Yo and Fred maintained distance from others in order to exemplify their independence and English proficiency within each cultural and literacy practice. HL maintained distance or worked as a single whenever he wanted to find his own understanding or make a statement about the cultural and literacy practices the ELLs were involved with at the time.

My second question asks: What is the consequence of the interaction of classroom space with teacher and student interaction in L2 learning? In this study, the consequence is recursive dialogic interaction that resulted (a) in changes to the room design at Site B, and, (b) in changes to the relationships and activities enacted in the ESL classroom over time at both sites. In regard to the room design, at Site B, Ms. M's constant

rearrangement of desks illustrates how recursive the interaction was. She constantly moved desks around whenever she felt her arrangement did not facilitate the activity or her perceived personal front. In addition, she moved materials in the traveling bookcase around to meet her and the ELLs' needs. At Site A, the fact that Ms. K had had her room for many years enabled her to provide a second phone line for ELLs to use so she could listen in on what they were saying and help as needed with important conversations. Her small room impacted her room design so that students had three options for movement and social performances. They could (a) work alone, as a *single*, or with another student as a *with*, at the side desks; or (b) they could move to the computer to work, alone or with Ms. K; or (c) go over and sit down to work at Ms. K's desk. The room design also impacted the number and type of platform events ELLs could enact in the room. During the study, there was only one platform event at Site A, when Ms. K and the ELLs looked at a transparency and talked about it to the others. Because Ms. K had less chance to rearrange her room, the recursive dialogic interaction depicted here was between the ELLs and Ms. K and their choice of movement to and from the desks, or to Ms. K. Participant interaction and the room did impact each other recursively. Figure 59 incorporates the three components of my geosemiotic analysis to show how my findings are situated within my analysis.

Through all of the components of my geosemiotic analysis I answer my dissertation questions and tell the co-construction of space trilogy in its three parts, from that of the ESL teacher, the ELLs and the classroom design. In the next chapter, I examine implications for the field, in the areas of pedagogy and TESOL, from my two case studies.

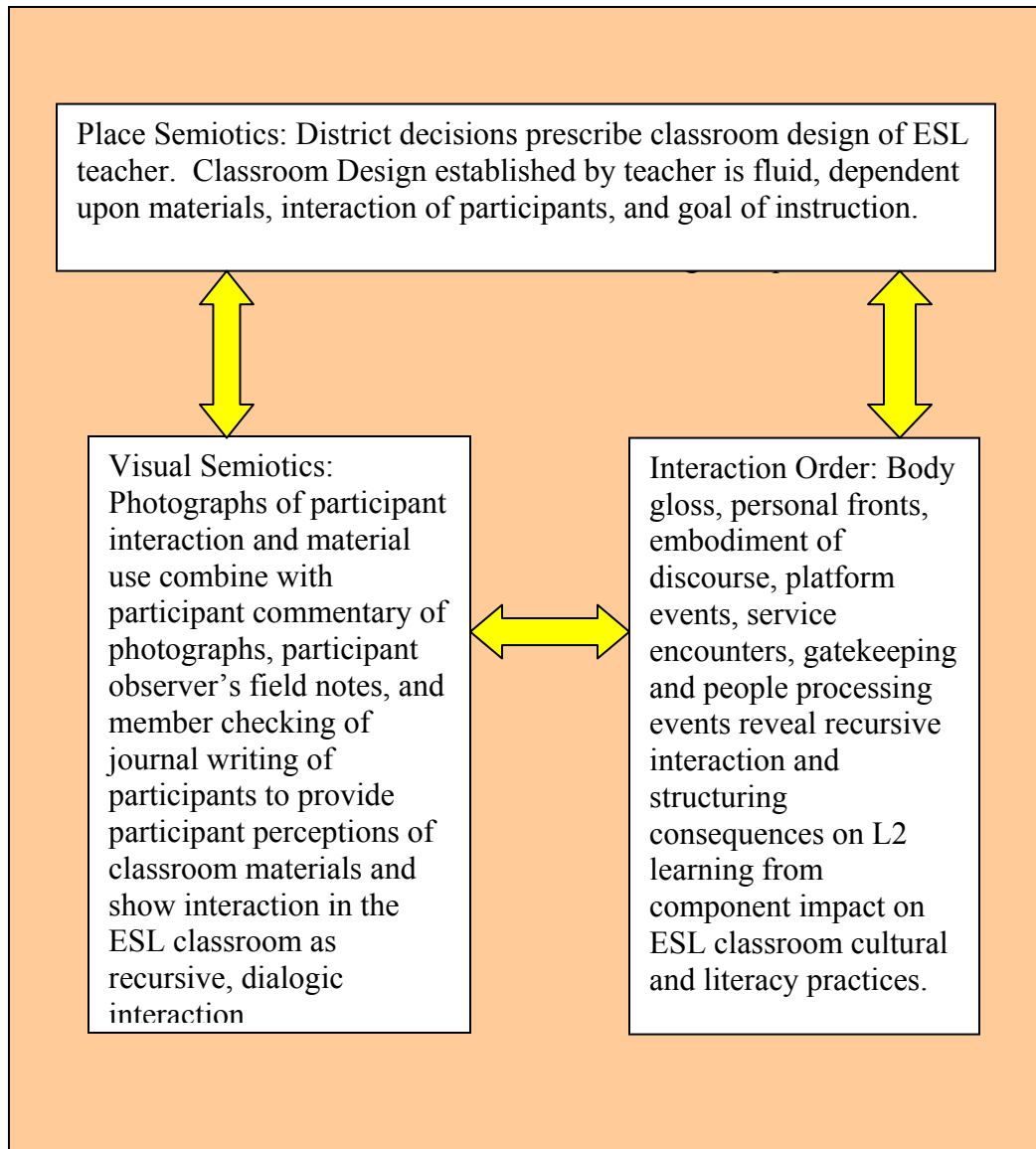


Figure 59. Semiotic aggregate of ESL classroom analysis findings.

CHAPTER SIX

GEOSEMIOTIC ANALYSIS IMPLICATIONS FOR THE FIELD

The geosemiotic analysis of three ESL classes reveals a story of how all participants in the ESL classrooms use materials within the ESL classroom design and interact with and impact the cultural and literacy practices in the ESL classroom. At Site A, Ms. K's classroom design and use of materials to promote her personal front the way she wants, structure subsequent ELL movement with her and with other ELLs that impacts their cultural and literacy practices. At Site B, Ms. M and then Ms. S use materials to structure instruction and subsequent interactions with ELLs that impacts the cultural and literacy practices in the two ESL classrooms. The recursive dialogic interaction which was the consequence of the interaction of classroom space with teacher and student interaction in L2 learning is exemplified (a) at Site A, in the way in which the ELLs move to Ms. K or the computer or their desk, as they adapt to their changing literacy needs; and (b) at Site B, in the way Ms. M moves materials subject to their use and to her perceptions of how their placement affects her personal front and the activity to be done. In addition, this geosemiotic analysis of Site A and Site B shows how the identity kit or personal front (Scollon et al., 2003) can reveal how participants see themselves and how others see them as well. This emerging identity analysis is something that bears more consideration in future studies of ESL classroom interaction. At the same time, I also see the implications this study has for ESL classroom teachers and administrators. Just as there are many levels to the understanding of a semiotic aggregate of an ESL classroom, there are many levels at which this study has implications for educators. The first area to discuss is pedagogy.

Pedagogy

In this section, I talk first about what my study means to educators as a whole, then about the urban plan and the classroom design of the ESL teacher before moving on to consider each component of my geosemiotic analysis of discourse in time and space. What this geosemiotic analysis of Site A and Site B shows for educators at all levels is that teachers who are cognizant of how they teach best, and how to use the materials they have in their classrooms can support both their vision of instruction, and facilitate the learning of the ELLs in their classroom regardless of their cultural differences. At the level of the administrator, an awareness of the uniqueness of ESL instruction aids in the placement of the ESL teacher in a room that she can design as her own, with materials on par with other teachers in the district. At the same time, this study shows it is important to educate ESL teachers so that they are cognizant that their classroom design impacts their instruction and the way the students will see them as a teacher. Awareness of the numerous ways ESL teachers may teach ELLs to learn language, and the various ways to use the materials they are given can facilitate the ELLs' English learning. In other words, this means understanding how to make information more comprehensible by providing more ways for ELLs to learn L2 in ways that are communicative and meaningful in spaces that promote this action. When ESL teachers understand how surroundings situate literacy practices that cause a dialogic interaction that is impacted by the semiotic aggregates of the participants in the ESL classroom, they can take that into consideration in their classroom design, just as Ms. M did as she moved desks and the traveling book case around the room. At the same time materials and material use index outside of the room and teachers can use that to encourage learning.

The ESL classroom totality is not just a container, but an active C3 space that is impacted by what the teacher does and what the learners bring to their learning environment, their C2. It is a place with numerous intersections of multiple discourses enacted over time that shapes how the participants enact their personal fronts. A part of understanding the ESL classroom ecological totality is knowing what the ESL teachers envision as their role as a teacher. In this study, each ESL teacher stated how she viewed her role as a teacher. Ms. K's concept of herself as a mother figure, individually meeting the needs of the ELLs she had, is one of the ways ESL teachers can teach ELLs if they have similar circumstances and ELL populations. Ms. M's concept of herself as a facilitator is another way in which teachers may view themselves and in turn structure their room design to support their personal front. For school districts, which have small numbers of ELLs, Ms. K's classroom design is one exemplar. For districts with larger ELL populations, assessing student needs could help the ESL teacher best manage the resources and classroom design to fit the multiple ways of learning and understanding as they emerge throughout a school year.

As I look at my geosemiotic analysis of discourse in time and space at both sites, I examine the components of the interaction order, the visual semiotics and the place semiotics evident in the study. First, I see that seating choice emplacement and room design impact the interaction that takes place. For this reason, establishing classroom design that facilitates seating choice and item emplacement can provide flexibility to an ESL teacher. Second, body gloss and marker use help ESL teachers and ELLs develop their personal fronts toward others as they show their activity involvement in platform events and as *singles* and *withs* in the ESL classroom. These factors recursively interact

with the literacy and cultural practices at specific times and places. Third, how the ESL teachers and ELLs understand information modality on bulletin boards, white boards and chalkboards differs according to need. Fourth, the room design and activities such as platform events and item emplacement impact movement of the ESL teacher and the ELLs within an ESL classroom. Fifth, the activity involvement and movement of participants in the ESL classroom in turn affects the people processing and gatekeeping encounters that take place in the social performances and platform events. Sixth, code preference for inscription in journals and classroom writing reveals how embodiment of discourse impacts the cultural and literacy practices in the ESL classroom. Due to the recursive manner of interaction in the ESL classroom, the interaction caused the ESL teachers' and ELLs' personal fronts and subsequent cultural and literacy practices to change and develop over time. As a result, my study shows that while the ESL classroom design is not an active agent it does structure the interaction the ESL teacher and ELLs have with each other and their cultural and literacy practices.

TESOL

In this section, as I look at implications for TESOL, I note the implications of the urban plan, then the classroom design, before looking at specific components of the interaction order, visual semiotics and place semiotics. Theoretical implications for TESOL, from the study of Site A and Site B, underscore a need to understand the urban plan and how it impacts power constructs within a school district and classroom. It is important to understand how the C3 in a classroom (Savignion et al., 2002) impacts the cultural and literacy practices enacted there, as well how the L1 and C1 impact an ELL's understanding of the use of resources within an ESL classroom. When this impact is

understood, ESL teachers can adapt to the needs of the ELLs over time. For instance, in this study, the fact that Tu and Lu came from a culture that had not had computer or internet use in the classrooms means that ESL teachers like Ms. K will need to instruct the ELLs on how to use technology, as well as instruct the ELLs in English language learning. In Ms. K's classroom, which relied heavily on technology use, the small number of ELLs allowed her to individualize instruction for Tu so she could learn how to create a power point. Lu learned in the ESL classroom how to use the computer to find definitions of words and seek information for research.

At the same time, I acknowledge that often the ESL classroom design is greatly impacted by what the administration allows in their urban plan. Thus, it is important for administrators to understand how their allotment of materials and rooms impact what the ESL teacher and other teachers can do to enhance L2 learning. This is also applicable to other teachers and disciplines. What you do with what you have material-wise and faculty-wise can have a far reaching impact that is magnified as it reaches the student level as seen in this study.

As I look at the components of my geosemiotic analysis, I see several implications for second language acquisition theory. They are (a) seating choice and room design impact how ELLs choose where to sit and what items to use at specific times and places in the ESL classroom, which in turn may help the ESL teacher provide a comfortable learning atmosphere that will foster L2 acquisition; (b) knowledge of how personal distance and body gloss are used by ELLs and the ESL teacher will help the ESL teacher better understand that body language is cultural and may differ according to the ELL and the ELL's culture, which may impact how others perceive what an ELL

presents through body gloss and marker use; (c) modality of information impacts how much information the ELLs will understand in an ESL classroom, therefore, the repetition of the information in a variety of forms may make it more understandable to ELLs; (d) the room design and activities such as platform events and item emplacement which impact all movement in the ESL classroom may change how ELLs participate and feel comfortable learning L2; (e) the activity involvement and the movement of participants in the ESL classroom, which impact people processing and gatekeeping encounters within the social performances and platform events, may change how ELLs feel about what they are doing and learning; and (f) code preference for inscription in journals and classroom writing reveals how embodiment discourse impacts how the ELLs feel about and how they perform their cultural and literacy practices in the ESL classroom.

In this study, I have created a semiotic aggregate or set of semiotic systems of photographs and of interaction in conversation and journal writing in order to examine the “interdiscursive dialogicality” (Scollon et al., 2003, p. 167) that takes place over time and space. I noted in Chapter 4 that understanding how the C2 for each ELL is shaped by and recursively shapes all participants to create a C3 (Savignon et al., 2002) in the ESL classroom allows a better understanding of the dialogic interaction that is enacted in the ESL classroom through the use of materials in specific times and spaces. Using Goffman’s (1971) interaction order, Kress and van Leeuwen’s (1996) visual semiotics, and Scollon and Scollon’s (2003) place semiotics creates another way for researchers to understand how the personal fronts or identity kits as Scollon and Scollon (2003) have described, are enacted and emerge over time. In the geosemiotic analysis of Site B, the

interaction of multiple and increasing numbers of ELLs in one class shows that the interactions are still complex, ever changing and dependent upon both the ELLs' and the ESL teacher's C3 that has been developed and adapted to meet the increased number of different and new ELLs who come into the ESL classroom in the course of a school year. This calls for greater creativity on the part of the ESL teacher to adapt her classroom design to include more students and possible greater differences in English proficiency levels. Awareness of how to use peer tutoring, Vygotsky's zone of proximal development (1978) and Krashen's affective filter (Krashen, 2002) become even more important as the ESL teacher strives to meet the increasingly diverse needs of her students. For instance, Ms. M used peer tutoring between Ty and RS and Em and Rs in order to help RS understand what they were doing in class and in order to understand what RS communicated to her. Additionally, Ms. M worked within S and Jim's zone of proximal development, providing necessary scaffolding for the to overcome problems with code inscriptions and differing vocabulary development. Ms. M's division of her period 8 class into two smaller classes with two different ESL teachers at certain times, shows how increased class size with different proficiency levels call for more creativity in class design and more people processing skills and gatekeeping skills as well as availability of materials at different levels to use in effective instruction.

As a result of this case study of three different ESL classes at two different sites over a seven month period which combines cultural geography and sociocognitive and sociocultural theory, the examination and analysis of discourse is taken to another level, the geosemiotic level which allows researchers to examine L2 learning in a way that considers the ecological discourse system in its entirety. It expands the research done

with ESL classroom teachers and ELLs to look at how the space and its use as well as the materials within that space are used to impact both the interaction and cultural and literacy practices in which all participants are engaged in the ESL classroom.

Epilogue

As I wrote up the analysis at the end of the school year, Ms. K at Site A contacted me to tell me that there were some changes at her school which show how not considering space as an ecological totality is disruptive to teaching. The changes impact first the district's urban plan and secondly her classroom design and consequent ESL methodology and ELL interaction and cultural practices for the next school year. The changes also underscore what Foucault (1980) says about how important it is to know who has power in order to be able to understand how that impacts where ESL is positioned within a district. Her principal, KW has left the district and the new principal does not recognize Ms. K as the guru or specialist needing her own space as she has for many years. Her power is no longer recognized. As a result, Ms. K is being moved to an even smaller inside room that the World Language teachers use for consultation and class planning. She will no longer have her own space, no longer be able to use her plants, her extra phone, her ELL artifacts, and the many material supplied bookcases to support her personal front and help her enact her social performance as the mother figure with bountiful materials to meet all ELL needs. She will also be teaching two instead of one French classes a day, which means she will have more ELLs together in a class or she will have fewer ELLs total. So here we see how one change in the urban plan at a district impacts many things. First, the change impacts the ESL teacher and classroom design. Second, it impacts material emplacement, and the ESL teacher's personal front. Third the changes impact the aspects of the interaction order—embodiment of discourse, people processing and gatekeeping encounters, and activity involvement; as well as visual semiotics—code preference and inscription. Fourth, the change impacts the social

performances enacted by all future participants in the smaller room available for Ms. K on a part time basis. Lu, Tu and Yo have gone. Lu has graduated, Tu has moved to another state to finish school and Yo has gone back to his own country. JD however is still there, and will have to deal with this big change in her learning environment. In the next section, I present my reflections on what I have learned as a result of my study.

Reflections

I am enriched as a researcher and as an ESL teacher as a result of the three years I spent first assembling my geosemiotic analysis components and then applying them to my study and finally analyzing the data. Before the study, I was aware that the placement of materials and classroom design can impact instruction but not to the degree I learned through my research. As a researcher, I have become more aware of how important it is to structure sound methodological warrants and subsequent methods that can present an emic perspective of a site under study. In my observations, I learned how dialogically recursive interaction and even the placement of materials and room design can be to interaction and the cultural and literacy practices enacted by participants in the ESL ecological discourse system.

As a researcher and an ESL teacher, I also realize how similar yet different ESL classrooms in western Pennsylvania can be as ESL teachers are both privileged and constrained by the urban plan of a district and their placement within it. The educational discourse system is a habitus that exerts power and control as Bourdieu (2001) describes. How the ESL teacher unpacks her bag of SLA and L2 theory and embraces her room design can make a world of difference to the ELLs who enter into that space which structures cultures (Crang, 1998) or the C3 on their way to learning English and making

sense of their world. I learned that the iconography of places in education including the way the educational culture of our time gives import to the signs and markers of a school (Crang, 1998) does indeed impact each individual ELL learning English. I learned how ELLs are impacted and how ESL teachers are as well and how dialogic that interaction is. The identity kit formation that was revealed helped me see how I may be seen by my ELLs through my use of space and materials as well. As a result of my research, I have become more able to understand the complex situatedness of ESL instruction within a district and within my own ESL classroom. Thus, I feel I have grown as a professional and as a person. I feel privileged to have been able to participate in the entire dissertation process.

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Appendix A

Principal Interview Questions

Interview questions for the principals at each site include:

1. Does your district have a written policy for allocation of space and resources within the district?
2. Who decides where each ESL teacher is located in each building?
3. How is that decision made?
4. How are supplies allocated for teachers within a district?
5. Who decides where the ESL teacher will teach?
6. How is it decided?

Appendix B

Teacher Interview Questions

Interview questions for the ESL teacher include:

1. What do you consider when you are designing your classroom space?
2. What are your intentions for classroom interaction and student learning when you look at how you set up your room?
3. Do you have any theory or specific practices in mind that guide how you design/set up your room?
4. Do you see the room as shaping or impacting what you can do with students in the room? If so, how and why? If not, why not?
5. Is this the same room you have had in other years? How does this (your answer) impact how you design your teaching space? If not, why not?

Appendix C

ELL Interview Questions

- A. How do you view the classroom space and what you have in it? A picture of the room and happy or sad or indifferent faces provide context for description of feelings for the ELLs who do not have enough English to answer the questions. (See Echevarria, Vogt and Short, 2004; O'Malley and Valdez–Pierce, 1996; on the use of visuals to enhance context and comprehension for ELLs).
- B. How would you describe the parts of the room? Here students can draw the room and label the parts if language is insufficient to orally describe it.
- C. What do you do in each area? Referencing their pictures and asking them to draw what they do in each part/area of the room, helps facilitate understanding for ELLs who do not have enough English to explain.
- D. What area or place in the room, do you like best? Here the previous pictures provide context for the ELLs to understand and respond.
- E. Why do you like the areas? Use of the previous pictures with feelings and activities students have drawn can be paired to explain how ELLs feel about the different places and activities in those places if students need more context or do not have enough English to respond orally.
- F. Do different places within the room help you learn? If so, how? Here, if needed, point to the areas and activities and ask the question to help ELLs describe how they learn.

G. Do different areas of the room make you feel differently about yourself? If so, why? How? Once again, use of the feelings and activity pictures and room pictures can be paired to show an ELL's response.

Appendix D

Explanation of PDE ESL Proficiency Levels

There are five English Proficiency levels used by the Pennsylvania Department of Education to distinguish how well an English language learner is progressing. These levels are:

- Entering- ELL has little or no English, responding to pictures and short phrases by pointing
- Beginning- ELL understands short phrases, sentences and begins to respond with formulaic responses and general everyday academic vocabulary
- Developing- ELL has more complex speech but requires repetition and context in order to respond correctly, albeit with grammatical errors
- Expanding- ELL can communicate in most every day settings and can read with some fluency, but has difficulty with more complex structured, decontextualized material
- Bridging- ELL can communicate in every day and academic settings, expressing thoughts with clear, concise, appropriate language, using technical and idiomatic expressions correctly. It is at this level that an ELL can exit a Pennsylvania public school's ESL program.

The information above has been adapted from the Pennsylvania Department of Education's Can Do Language Descriptors and the PA ESL and TESOL English Language Proficiency Standards (PDE, 1997).

Appendix E

School District Informed Consent Form

I give my permission for _____ to participate in a research study done by Mrs. Janet L. Pierce for anonymous information to be used in a dissertation study of English Language Learners (ELLs), the ESL teacher and the district to examine how administrative decisions of space and resource allocation impact ESL teacher planning/designing of classroom space and instruction which in turn affects interaction of the ELLs with the teacher; each other, and the materials and classroom to further shape the ELLs' negotiation of meaning and identity formation.

The research study will involve the student:

1. Answering questions in an initial interview about (a) how she/he views the classroom space (b) how she/he describes the parts of the room (c) what activities she/he does in each area of the room (d) what area or place in the room she/he likes best (e) why she/he likes specific areas in a room (f) whether the different places within the room help her/him learn English and if so how (g) whether the different areas of the room make her/him feel differently about her/himself, if so why, and how?
2. Providing written reflections in a journal about her/his perceptions of self, her/his cultural practices that are the specific practices individuals have which are rooted in her/his familial cultures and the literacy practices that are undertaken within the ESL classroom (Pierce, 2007; Gee, 2002) and the room.
3. Talking with the observer at the end of the study to help the observer understand what has been written in the journal and to answer follow-up questions about (a)

what the student has said about her/his perceptions of self, and use of materials and the cultural practices she/he has engaged in within the ESL classroom (b) if her/his view of self has changed, and if so how and why.

The research study will involve the teacher:

1. Meeting with the observer initially to discuss the study, to make sure that she is willing to follow the parameters of the study, and if so, to get the permission forms to designated people.
2. Answering initial interview questions about (a) what she considers when designing her classroom space (b) what her intentions for classroom interaction and student learning are, when she looks at and sets up her room (c) whether she has any theory or specific practices in mind that guide how she sets up her room (d) whether she sees the room as shaping or impacting what she can do with students in the room, if so how and why, if not, why (e) whether this is the same room she has had in other years and whether this has impacted how she has designed her teaching space, and if so how.
3. Keeping a reflective journal of (a) how the classroom design impacts what she and the students do as they engage in the various cultural practices involved in learning English (b) how she sees herself and the ELLs in the classroom as being shaped by the classroom design and their interactions within the classroom (c) how the interactions shape her perception of the ELLs' identity

The research will involve the district:

1. Answering questions in an initial interview about (a) whether the district has a written policy for allocation of space and resources within the district (b) who

decides where each teacher is located in each building (c) how that decision is made (d) how supplies are allocated for teachers within the district (e) who decides where the ESL teacher will teach (f) how is ESL teacher placement decided

2. Granting permission for the study.

The research will involve the observer:

1. Coming in and observing the students in the class as they interact with the teacher and materials to learn English over a three-to-six month period for ten classroom period observations
2. Interviewing the teacher and students at the beginning and at the end of the study to verify understanding of observations and journal writings
3. Taking pictures to show placement of materials and items used within the classroom as they are being used by students

RISKS:

None. The results are kept confidential, the information will not be used by the student's ESL teacher or student's school district; all names (student, teacher and district) are changed and pictures are not labeled with names, for confidentiality.

BENEFITS:

The student will become more aware of the ways in which she/he learns and how materials and resource placement influence how she/he views self and those around her/him. The teacher will also become aware of beneficial practices and placement of materials for students in her class. The district will be able to better understand how

allocation of resources impacts classroom design, which impacts learning and identity formation.

COMPENSATION:

At the end of the study, the students will have a pizza party and be given gift certificates for a local restaurant such as Eat n Park.

TO TAKE CARE OF DISCOMFORT:

The students may talk with the teacher and/or observer about situations where they are uncomfortable.

CONFIDENTIALITY:

No names will be used in the report or on pictures that could identify the subject.

FOR MORE INFORMATION:

To obtain more information about this project and the guidelines contact Mrs. Pierce at: jpierce494@adelphia.net

PARTICIPATION IS VOLUNTARY

The students may choose NOT to participate in this project and/or may decide to withdraw for any reason from the project WITHOUT any penalty by providing a written sentence saying that the student wants to stop participating in the project and saying what may be done to any information gained from the observations in the earlier part of the study if it took place.

SIGNATURE of the Teacher _____

SIGNATURE if the School District Official _____

SIGNATURE of the Observer _____

Appendix F

Teacher Informed Consent Form

I give my permission for _____ to participate in a research study done by Mrs. Janet L. Pierce for confidential information to be used in a dissertation study of English Language Learners (ELLs), the ESL teacher and the district to examine how administrative decisions of space and resource allocation impact ESL teacher planning/designing of classroom space and instruction which in turn affects interaction of the ELLs with the teacher; each other, and the materials and classroom to further shape the ELLs' negotiation of meaning.

The research study will involve the student:

1. Answering questions in an initial interview about (a) how she/he views the classroom space (b) how she/he describes the parts of the room (c) what activities she/he does in each area of the room (d) what area or place in the room she/he likes best (e) why she/he likes specific areas in a room (f) whether the different places within the room help her/him learn English and if so how (g) whether the different areas of the room make her/him feel differently about her/himself, if so why, and how?
2. Providing written reflections in a journal about her/his perceptions of self, her/his cultural practices that are the specific practices individuals have which are rooted in her/his familial cultures and the literacy practices that are undertaken within the ESL classroom (Pierce, 2007; Gee, 2002) and the room.
3. Talking with the researcher at the end of the study to help the researcher understand what has been written in the journal and to answer follow-up

questions about (a) what the student has said about use of materials and the cultural practices she/he has engaged in within the ESL classroom (b) if any comments about her/his view of self has changed, and if so how and why.

The research study will involve the teacher:

1. Meeting with the researcher initially to discuss the study, to make sure that she is willing to follow the parameters of the study, and if so, to get the permission forms to designated people.
2. Answering initial interview questions about (a) what she considers when designing her classroom space (b) what her intentions for classroom interaction and student learning are, when she looks at and sets up her room (c) whether she has any theory or specific practices in mind that guide how she sets up her room (d) whether she sees the room as shaping or impacting what she can do with students in the room, if so how and why, if not, why (e) whether this is the same room she has had in other years and whether this has impacted how she has designed her teaching space, and if so how.
3. Keeping a reflective journal of (a) how the classroom design impacts what she and the students do as they engage in the various cultural practices involved in learning English (b) if she sees herself and the ELLs in the classroom as being affected by the classroom design and their interactions within the classroom.

The research will involve the district:

1. Answering questions in an initial interview about (a) whether the district has a written policy for allocation of space and resources within the district (b) who decides where each teacher is located in each building (c) how that decision is

made (d) how supplies are allocated for teachers within the district (e) who decides where the ESL teacher will teach (f) how is ESL teacher placement decided

2. Granting permission for the study.

The research will involve the reseacher:

1. Coming in and observing the students in the class as they interact with the teacher and materials to learn English over a five-to-seven month period for up to sixteen classroom period observations/meetings
2. Interviewing the teacher and students at the beginning and at the end of the study to verify understanding of observations and journal writings
3. Taking pictures to show placement of materials and items used within the classroom as they are being used by students

RISKS:

None. The results are kept confidential, the information will not be used by the student's ESL teacher or student's school district; all names (student, teacher and district) are changed and pictures are not labeled with names, for confidentiality. Photos are from side or back angles except where faces are digitally effaced.

BENEFITS:

The student will become more aware of the ways in which she/he learns and how materials and resource placement influence how she/he views self and those around her/him. The teacher will also become aware of beneficial practices and placement of materials for students in her class. The district will be able to better understand how

allocation of resources impacts classroom design, which impacts learning and identity formation.

COMPENSATION:

At the end of the study, the students who have participated in the study with signed consent forms will have a pizza party and be given gift certificates for a local restaurant such as Eat n Park.

TO TAKE CARE OF DISCOMFORT:

The students may talk with the teacher and/or observer about situations where they are uncomfortable.

CONFIDENTIALITY:

No names will be used in the report or on pictures that could identify the subject.

FOR MORE INFORMATION:

To obtain more information about this project and the guidelines contact Mrs. Pierce at: jpierce494@adelphia.net

PARTICIPATION IS VOLUNTARY

The students may choose NOT to participate in this project and/or may decide to withdraw for any reason from the project WITHOUT any penalty by telling the researcher that the student wants to stop participating in the study. If the student decides to withdraw from the study, the researcher will ask the student to give written permission to use data gathered earlier in the study.

SIGNATURE of the Teacher _____

SIGNATURE of the Observer/Researcher _____

Appendix G

Student/Parent Informed Consent Form

I give my permission for _____ to participate in a research study done by Mrs. Janet L. Pierce for anonymous information to be used in a dissertation study of English Language Learners and how their interactions with each other, the teacher and the materials in the room shape how they see themselves.

The research study will involve:

1. The student providing written answers in a journal to questions of how the classroom design, materials and activities affect the student's perception of her/himself
2. The student talking to the researcher about her/his thoughts and perceptions
3. The researcher taking photos of student interaction with the teacher, other students and materials. No names will be used.

RISKS:

None. The written answers/journal may have a made-up name on them for categorizing only, but there will be NO grade involved. No names will be on the photos.

BENEFITS:

The student will become more aware of how the specific materials and actions she/he participates in, aid in her/his English language learning.

COMPENSATION:

At the end of the research period, there will be a pizza party in class and the student will be given a gift certificate for a restaurant like Eat n Park.

TO TAKE CARE OF DISCOMFORT:

The student may talk to the teacher about situations they are uncomfortable about.

CONFIDENTIALITY:

No names will be used in the report that could identify the subject.

FOR MORE INFORMATION:

To obtain more information about this project and the guidelines contact Mrs. Pierce at

jpierce@franklinregional.k12.pa.us

PARTICIPATION IS **VOLUNTARY**:

The student may choose NOT to participate in this project and/or may decide to withdraw for any reason from the project WITHOUT any penalty by providing a written sentence saying the student wants to stop participating in the project and saying what may happen to any information gained from the observations in the earlier part of the study if it took place.

SIGNATURE of Student: _____

SIGNATURE of Parent/Guardian: _____

Appendix H

Journal Model

You are going to be writing in this journal about the different cultural practices you do in your ESL classroom. That means you will write about the different activities you do to help you work with others and learn English. When you do this you may be reading, writing, listening, playing games, singing songs, using the computer or other objects in the room, talking about yourself or learning about others and other things and cultures.

Please write in your journal and tell me:

1. how you feel about the activities you do with others, the teacher and/or by yourself
2. what you do
3. where you do it
4. with whom

You can:

1. write it
2. draw pictures about the activities and your feelings
3. or do both

No one will see your journal except me and after I look at it the following week I will ask you questions, as needed, about your writing to make sure I understand what you wrote.

Thank you. Here are two samples of journal writing.

SAMPLE 1.

Date October , 2007




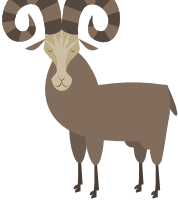
Today I used a book, paper and a pencil to learn about personal pronouns in my writing. The story in the book was interesting and made me feel happy about myself.



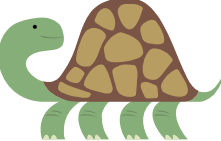

It was easy to use the model in the story to write about myself and use the words I am learning.



Later, I played games on the computer to help learn vocabulary. I was surprised how easy it was. I am glad we have the books and computers to help us learn. I also like to sit in the rocking chair to read. It feels good and makes me feel special.

SAMPLE 2.

Date October , 2007

I used a  ,  . I  names of  ,

 ,  ,  and  .

I am  . I like to  .

Appendix I

Member Checking Checklist

Date: _____ Place: _____ Teacher: _____ Time: _____

Student(s):

Comments of photos: Photo # _____ Journal Date:

What are you doing?

What/Who are you with?

Where is the teacher?

What items are used in the room and when?

How did you feel doing the activity? (Good/bad; interested/not interested; can do / can not do)

Appendix J

Participant Observer Checklist

Date: _____ Place: _____ Teacher: _____

Time: _____

Students: _____

Where are the students working?

What are they doing?

Who/what do they interact with?

Where is the teacher?

What items are used in the room and when are they used?

Photo# _____ of the classroom activity shows:

The room and its parts.

Appendix K

12.03.07 Site B Interview with the principal

1–Me: Does your district have a written policy for allocation of space and resources within the district?

2–CS: Yes, especially since we have the special education regulations telling us how much cubic feet per student we need. This comes from the state.

3–Me: Who decides where each teacher is located in each building?

4–CS: The principal.

5–Me: How is that decision made?

6–CS: The principal decides where each teacher for regular education is located in each building based on what rooms are approved for what; we need to make sure the special education rooms are spread out throughout the building. The principals look at the availability of rooms, for ESL, which in this building is a part-time program. We look at the periods the teacher will be here and size and number of students we have. We can't use a small room if we have a lot of students in it. There are 18 ELLs in the Junior High this year.

7–Me: How are supplies allocated for teachers within the district?

8–CS: The budgets for supplies are figured out by department, we keep an even keel for supplies like pencils, etc, which we keep in a storage room and teachers fill out forms to get what they need. We allot money for supplies according to need, which is rotated by department, as far as ordering

books and other supplies. I'm not sure where ESL is, should be in the English Department, I think.

9–Me: Who decides where the ESL teacher will teach?

10–CS: The Principal decides where the ESL teacher will teach based on the number of students, the needs and room availability.

11–Me: How is ESL teacher placement decided?

12–CS: ESL teacher placement is based on the needs of the building as far as ELL population. We have 3 ESL teachers in the district and this year 18 students in the Junior High alone.

Appendix L

Transcript of Tu's interview 11.05.07

- 1–Me: How many times a day are you in this room? Just this one class.
- 2–Tu: I have...xxx one and half hours in this class.
- 3–Me: Are you at this desk, at this computer, where do you go? What do you do in their room?
- 4–Tu: Sometimes computer . . . sometime finish homework. If nobody use computer, I use. I do homework, if I have problem, Ms. K help me, do myself if no problem.
- 5–Me: What do you do at the computer?
- 6–Tu: I find information about class or I open yahoo- if message check and can write back to the friends in Vietnam, US friend in English, family and friends at home, Vietnamese.
- 7–Me: Do you work with other students?
- 8–Tu: Sometimes I talk to others but if I have homework I do and then if time, talk to others. . . . (She smiles) Sometimes I read English book and if my friend has library magazine, I borrow and I read.
- 9–Me: Do you like to read?
- 10–Tu: Yes, in Vietnam I read books when I have free time, in Vietnamese.
- 11–Me: Do you like the books you're reading?
- 12–Tu: Yes.
- 13–Me: Do you understand them?
- 14–Tu: Yes, new word, I find new material.

15–Me:What classes do you have?

16–Tu: Algebra, US History, ESL, Singing Monday, Wednesday, Friday and
Gym Tuesday, Thursday. I want take easy classes this semester cause my
English not so good, but next semester I take other classes. I never do this
before. Classes in Vietnam, different. It's good for me.

17–Me:Do you like it here (pointing around the room)?

18–Tu: I feel comfortable n this class. Ms. K help me learn something I don't
understand. I sit different places in the room to do work, depending on
who is here.

Appendix M

Ms. K's Search for a Chemistry Book for Tu Transcript 1.09.08 F6.125–F6.158

- F6.125–Tu: Do you have umm, the book, Quan-ti-ta-tive Chemistry?
(She is reading the word from the course schedule list that describes the course and books to use.)
- F6.126–Ms. K: Quantitative Chemistry. Is that it? Oh you want to know what does the book look like?
- F6.127–Tu: Yeah.
- F6.128–Ms. K: Ok, I don't think I have one here, but if you would like to see one, um, I could probably get one after school.
- F6.129a–Tu: xxx (She is reading something from the course description and trying to talk.) is this one se-me-ster for the class?
- F6.129b–JD: Is it xxx?
- F6.130–Tu: Yeah. Study full year.
- F6.131–JD: What is it?
- F6.132–Tu: Yes, it a full year.
- F6.133–JD: What is it?
- F6.134–Tu: Yesterday I talked with Mr. Apple.
- F6.135–Ms. K: Mr. Alcorn.
- F6.136–Tu: Ah, oh yes. And he talked with teacher and he said ok.
- F6.137–JD: Which one?
- F6.138–Ms. K: He said you could take it?
- F6.139–Tu: Yeah.

F6.140–Ms. K: Have you taken Chemistry before, already?

F6.141–Tu: No.

F6.142–Ms. K: Oh you don't want to start with Quantitative Chemistry, it's not easy.

F6.143–Tu: Oh yeah. It's easy.

F6.144–Ms. K: It's not the first Chemistry course.

F6.145–Tu: Yeah.

F6.146–Ms. K: Did you study Chemistry before?

F6.147–Tu: Yeah, so I know this . . .

F6.148–Ms. K: When was the last time you studied Chemistry?

F6.149–Tu: Mmm, eh, two ago.

F6.150–Ms. K: Two years ago. And you were in what grade?

F6.151–Tu: That's eleven. In Vietnam I studied long time, but one lesson a week but the one lesson was forty-five minutes.

F6.152–Ms. K: One time a week . . .

F6.153–Tu: One time a week.

F6.154–Ms. K: Forty-five minutes.

F6.155–Tu: Forty-five minutes.

F6.156–Ms. K: I think you're not ready for it. You're smart enough, you are very intelligent, but you haven't studied enough Chemistry yet. Let me show you this Chemistry book and you tell me if you think it is hard or easy.
Ok?

F6.157–Tu: Yeah.

F6.158–Ms. K: This is an old chemistry book. (She hands Tu an old chemistry book she has found in her book case.)

Appendix N

Period Eight Journals 10.23.07 and 10.24.07

D: I feel very happy and brilliant to do activities with my teachers and students but I don't feel good to do it by myself. I do some exercise after doing it I took my story books and read. I did the reading and the exercise in ESL room on a rock. I did it with my friends and the teacher, but drawing is the best for me. I like to draw animals. (He drew some to show me.)

Em: Today I used white board, pencil, book, marker and paper to completed my test and everyday exercise for english. First, I took my high Point book to studied for my vocab test. We have to spelled out the word and wrote each sentence for it. Ater that I go to the back of the room to get out my folder. I tooked out the paper for parts of speech. I think of a word for each colume; I went to the front of the room to get out white board and marker, so I could make a sentence out of the part of speech colume. Then I write that sentence on the white board. This is end of my day. Today is pretty easy and relaxing. We didn't really have time to talk about monument and memorial (our lesson that we learn). I was pretty happy with what I got on my test.

(She then drew pictures of the materials, and on one piece of paper she drew, she added the words I and school with a heart in between the two words. At the end of the page she wrote in cursive "Emily Lynn" her new

name which I have shortened to Em for the study. Em continues to sign off each journal day with Emily Lynn almost every day she writes.)

Ty: We took test on the words in “Talking Walls”, and we get bonus (up to 10) for writing a scary, story. And we did parts of speech, homework is this, over(Ty inserted a skill with the word Boo! written beside it. And the dots after the word over.)

Ms. M: 1. Discussed Family Night- students at desks with letter to go home.

2. Reviewed for quiz – at desks – I moved around. Asked students if there were words that they needed help with.

3. Quiz – spelling – gave examples for each word. Students wrote own sentences after writing spelling words. Students were at desks.

4. As students finished, worked on bnus points – part of speech writing. Moved to get whiteboard and markers. Returned to seats.

Students in this class feel free to move around the room and use materials they have previously been introduced to. Many materials have yet to be introduced but will be throughout the year as needed. I enjoyed the candor and conversation with the class.

Appendix O

Jim's Code Preference Transcript 11.19.07 B7.94 – B 7.118

- B7.94–Jim: (Rubbing his thumb) My finger hurts, I was playing soccer. . .
- B7.95–Me: Ahh, ahh. Are you on a team?
- B7.96–Jim: No, I play with my friends.
- B7.97–Me: That's great. My sons' played soccer. Well, the older one.
- B7.98–Jim: They didn't fall like me on my finger.
- B7.99–Me: Well, my older son fell and had a concussion one time. He had to go to the hospital, in a game. He was on the high school team.
- B7.100–Jim: There was somebody tripped me and I fell on my finger and it cracked.
- B7.101–Me: Euwww. Can you move it?
- B7.102–Jim: A little bit.
- B7.103–Me: Be careful.
- B7.104–Jim: Yeah, I know. That's why I can't write real good. I have to hold my pencil like this. . .
- B7.105–Me: Ohh, Well print, even.
- B7.106–Jim: Yeah.
- B7.107–Me: You can always print for me. (laughter) That's what I tell my students, you can always print. (Jim pantomimes typing) Or type, yeah.

B7.108–Jim: Can I type like, everyday?

B7.109–Me: Well we don't have a computer around here.

B7.110–Jim: Like at my house?

B7.111–Me: You could bring it in and stick it in your journal. That would be fantastic. Do you like to type?

B7.112–Jim: No.

B7.113–Me: (laughing) But it's good practice for you.

B7.114–Jim: (Pantomimes typing with 1 finger of each hand searching for keys) Cause that's what I do.

B7.115–Me: Well yes, because . . .

B7.116–Jim: Cause I'm used to Arabic and I'm fast in it so that I can in Arabic, but I can't in English.

B7.117–Me: Ahhh. Well it is good to practice them both.

B7.118–Jim: Yeah.

Appendix P

Transcript 12.03.07 C8.176–C8.203

- C8.176–Ms. M: Ok, that is comparing. I look at you and Em and I say, Em is uh, um, wow, you guys have more similarities than differences.
- C8.177–Ty: Why?
- C8.178–Ms. M: Uh, Em has been learning English for five years. RS . . .
- C8.179–Em: Four.
- C8.180–Ms. M: Four years. RS has been learning English, let's say for one year. Those are differences, right?
- C8.181–RS: Mhmm.
- C8.182–Ms. M: Em four years, RS one year. Where you come together, RS and Em are both ninth grade students.
- C8.183–Ty: They both have the same eyes, xxx hair color and same race, and
- C8.184–Ms. M: RS and Em both wear glasses.
- C8.185–Ty: She doesn't wear glasses. (He points to Em).
- C8.186–Em: Yeah, I do.
- C8.187–Ty: She wears contacts.
- C8.188–Em: There are glasses in there. (She points to where her bag is on her desk.)
- C8.189–Ms. M: RS and Em both um, are going to tell T to stop talking.
- C8.190–Ty: What? (He is silent for a while.)

- C8.191–Ms. M: So RS, that’s what we did with the two folktales. We took the Goatherd, one story and we compared it to the Storyteller and we saw how they are alike and how they are different. That’s what we did last week. And, what else did we do.
- C8.192–RS: But, but, but how to explain that, in English words.
- C8.193–Ms. M: Ah, ok. What word do you need? Do you need the verb?
- C8.194–RS: Yeah. . . .
- C8.195–Ms. M: Compared.
- C8.196–RS: What? Xxx.
- C8.197–Ms. M: It means when you look at two things, RS, you look at two things, not always, two, you could look at three or four. But two things, how are they the same? How are they different? That’s compared.
- C8.198–RS: Ok. (She thinks, Em watches.)
- C8.199–Em: Show you example.
- C8.200–Ms. M: You can talk about how we use white boards. Right, that’s a material we use in the classroom.
- C8.201–Ty: What’s a white board?
- C8.202–Ms. M: This is a white board. (She points to one.)
- C8.203–Em: (She laughs at T’s expense since he tries to tell others what he knows all the time.)

Appendix Q

Emplacement Awareness Transcript 11.19.07 B7.30 –B7.337

- B7.303–Me: Oh yes, Oh yes.xxx Go ahead.(laughter, then looking at MJ and Jim) So why do you sit where you sit? Did it just happen?
- B7.304–Jim: Yeah.
- B7.305–Me: Are you comfortable sitting where you sit?
- B7.306–Jim: I wish I could sit like in the middle, so I could talk to everyone in the class.
- B7.307–Me: Like where is in the middle in that room? The way the desks are?
- B7.308–Jim: Like right here or right here (he points to the middle in the front or back of the set of desks in the counselors' office.) Like the seats are like three and three. I want to be like sitting here or sitting there.
- B7.309–Me: Ohhh. So not actually where a desk is, you want to sit in the middle.
- B7.310–Jim: Yeah.
- B7.311–Me: But you can't huh.
- B7.312–Jim: Right I can't. But I wish I can.
- B7.313–Me: But are you comfortable where you sit? Xxx But are you comfortable because you can talk to her and it's not far to HL, and you can hear the teacher?

B7.314–Jim: Yeah.

B7.315–Me: (Turning to MJ) How about you? Are you comfortable where you sit in the class?

B7.316–MJ: Ummm, ESL?

B7.317–Me: Uh huh.

B7.318–MJ: Yep.

B7.319–Me: Do you ever feel like you should be moved to a different place?

B7.320–MJ: Uhhh, sometimes I feel like yes, but usually, I am comfortable.

B7.321–Me: You're comfortable. Ok. . . . I see that she has all the materials in that little box that you're using. Do you like the way it's organized? Do you like to have that in there? What would you rather have?

B7.322–Jim: Like for each color, like she has like 10 blues, 16 brown and she could like in everyplace and every box, so you can take whatever you want. She could like, take them. You need to look for everything you want.

B7.333–Me: Oh, I see.

B7.334–Jim: Sort of mixed together.

B7.335–Me: So if she had a little container for one set. . . and . . .

B7.336–Jim: Yeah.

B7.337–Me: And one set, and one set, I see.

Appendix R

Member checking of photo 1.30.08 #7.110 and other pictures

MJ: When I'm taking notes, I'm usually in same seat, I change seat once in a while. I don't use white board for homework. Doing this [self portrait] is kinda helpful to practice oral presentation. We read how to help our presentation. I like working with Jim sometimes. I already knew about information on mini page.

Jim: I'm writing in my journal [first]. It (the objectives on the whiteboard) shows what we're going to do for the day, Monday through Thursday. [Then] I was giving a speech about my self portrait. I did it in pencil and paper. I'm used to it. I used to do it every week the first semester, all kinds, power point,, note cards, performing Tae Kwan do. I hurt a kid once doing that. I'm showing them my rap disk, then I was taking the picture off the whiteboard. It was a split up class with two different activities. I like cause I can sit down and relax. We were taking turns reading. I was not comfortable cause I don't read newspapers, it was the first time in three years. I read different material. I was reading a comic. I like reading out loud, it help me concentrate. If I read to myself my mind is going to try to write a song . . .

Ms. M: I needed to give them an oral rubric. Jim is doing his self-portrait.

I had to give a test so I gave them a newspaper about communication, on how to be a better communicator. It's differentiated instruction.

Fred: I listen to Jim, then I'm writing in my journal and talking to Mrs. P.

Appendix S

Ms. S Polychronism and Activity Involvement Transcript F8.261 – F8.272

- F8.261–Ms. S: So anyone, you need to think about your thinking and say to yourself, hmm, why did I go in my comfort zone and just pick one syllable words? Most of you, of course most of your words are one and two syllable words, how can I maybe get into more five syllable words? How many five syllable words, do I have? Now, T are you good at computers?
- F8.262–Ty: Yeah.
- F8.263–Ms. S: Do you know how to use Excel?
- F8.264–Ty: Yeah.
- F8.265–Ms. S: Ok. Can you get in on Excel on one of those computers? Is Ms M hooked to a printer here? (Ms. S is new to this building so she asks Ty this question.)
- F8.266–Ty: Um, it's somewhere in this building.
- F8.267–Ms. S: Ok, alright. Well we can save it.
- F8.268–Ty: Ok, that one is not on (He has gone to the side of the room where the computers are and checked the one computer.) I'll use that one.
- F8.269–Ms. S: Can you call me up Excel, and we're going to look at pie graphs. Ah, in our elementary school Janet, progress monitoring is a very big thing for the reading teachers,

and I go to their meetings in the mornings and so we are really into this graphing.

F8.270–Ty: What kind of pie graph?

F8.271–Ms. S: The second one that's kind of more, has depth to it, yeah that one right there. Now I want you to take, do you know how to make a pie graph Ty?

F8.272–Ty: Yeah.

Appendix T

Jim's Journal 2.25.08

We were righting a stery about Ground Hog's day. It was like watching Gulf (boring).—I wrote about me as Phil and what I would do. When we used the book I got caled in the offes for being late to school and I got detention becas it was the sixsth time I was late to school and I missed everything about the books. The poems are a litel fun becas I get to remember my friends and family and talk about them. I wrote about a half page about what we had in common and what we like to do and not like to do.

The story was boring but it was not our class that had the interviews but the selfportraits was horable becase I don't know how to draw we used scech paper and pencels for the self portraits but for the powams we had to use colored pencils and our notebooks. We got information by talking together in class to get ideas. Than I thought about ideas myself. We will type it next.

Appendix U

MJ's Journal 2.25.08

I saw Ground Hog Video. Then my homework was make story about repeat life (Because the video was about repeat like.) –I liked it.

I drew myself portrait. Around the portrait I wrote about me more specific. (Like what color do I like, my feeling like that.) Then we had presentation. In front of my classmate I had presentation. It was pretty good. –I liked doing this.

I knew how speech in front of people but again I could remember about speaking (how we speech.)

First I drew to pencil on the paper. Also speaking words too. (on the blue cards, like speech cards) We used High Point book for poem. First we looked over the someone's poem then we read how write a poem. . . . then in the journal we wrote about how to write a poem (something words like topic, audience like that). Like in the High Point book order (how to write a poem). In the journal we made a poem order.

First think who I know well then list people. (We brainstormed ideas. I liked it, it was a little helpful.)

Second we wrote what a person like to do, when, where, name like a person's information.

Third, then made a poem about a person with using more adjectives, verb. . . we still working on the poem. (We worked with just pencil and red pencil for fixing something in the poem.) All activities, I did myself! –I liked to work alone and with others.

Appendix V

Em's Journal 2.25.08

Last time when Mrs. P is here, we watch a movie called "The Ground Hog Day." The movie is about a guy he relive his day over and over again. When we're watching the movie, Ms M gives us candy and popcorn. (I liked it.) After the movie we have to write an essay a narrative essay. It was 35 point, and we have to write 3 day over and over. In my essay I wrote about my friend and I went to he mall, and I also fight with somebody in the school. (I didn't like doing the essay, I had to think.) They also talk about dragons (fact and opinion), but I didn't do it, because I don't have to. It is a persuasive essay and I already learn it before. When they were talking about the dragon, I do my English and science homework. One day Ms S want us to read a story as fast as we can without any mistake. She said she want to know our levels in English. I did pretty good. Other people did as same as I did. Ms M didn't really teach us at ESL, but Ms S. did. Ms S is teaching two other Chinese girls English because they are new to America." (I am learning how different teachers teach. I am comfortable with the change in teachers.)

Appendix W

D's Journal 2.25.08

I wrote a narrative papper about relieving the same day over and over again. I relieve my day by playing a video games and over and over again. I liked writing it. We started unit two in high point and red orally beyond the color lines wich is three short stories by Janell, Jenny and Christian. Janell was an India, Jenny chinies from china and Christian was a Romanian. As we red we identify opinion and fact. We also did helping verb and pronouns. We took a quiz on it I got 100% on the 111(?) points. Then we talked about dragons and went to the computer and used the "think" read and write programe to map our persuasive papper. Finally we typed a papper- about dragon existence. When we were whith Ms S we seat in a group of six. I like to read. I like to write persuasive stories, I'm good at it I have been learning about dragons how they exist. I use the computer as my materials. We were seating in a group of two. I worked with my partner. We all get up to use the computer. I used materials carefully but I annex the bountiful and exhausted materials. (I took and use the many materials.)

Appendix X

Sam's Journal Entries 2.05.08, 3.07.08 and 3.18.08

Sam's Journal 2.05.08

Yesterday I had ESL class. I readed a book. The book is very interesting. I like it very much. But many word I don't know. I use the dictionary and use pen record them. Readed that book I seemed looks another me. I hate English too. But last, she like English. I thinks, maybe I can too.

Sam's Journal 3.07.08 and 3.18.08

Yesterday I were in another ESL classroom. I learned how to drawt and how to writed poem. I thought the live around me was not bad and not good. I could taste many kinds sweet taste. But I didn't taste Chinese delicious food. I could hear the sounds of cars. But the feel is difficult from ago. I could tough kind people. But I already miss my friend in China. Today, I will write a poem with these feel.

Yesterday I learned how to used adj to write the sentence. I read the article about Chinatown. I used the pencil, white board, mouth, textbooks and marker. I also write the sentence about "What do you see" I writed I see students walk to school what do they see. When I readed the article about Chinatown, I miss my hometown very much. The China town looks like my hometown. So I like Chinatown as same as my hometown.